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ABSTRACT

Financial, demographic, and enrollment data are presented in this six-part report analyzing the feasibility of the establishment of a four-year American Indian University at Bacone College, Oklahoma. Chapter I considers possible goals for the Indian University in terms of curriculum, clientele, administration, and school-community relations. General background information is presented in Chapter II, which focuses on the history of Bacone College, the growth in national enrollments from 1950 to 1975, the projected decline in enrollments through 2000, the oversupply of college faculty and graduates projected for 1980 through 2000, and the financial and enrollment status of the nation's private colleges. Chapter III assesses the need for the Indian University, referring to the relatively low number of Indian college graduates, the scope of existing programs for Indians, and the educational needs of Indian communities in the areas of technology, energy, law, forestry, health, and education. Chapter IV provides a demographic profile of the nation's Indian population and an examination of the characteristics and attrition rates of Indian high school and college students nationwide. Chapter V analyzes the anticipated costs of establishing Indian University, and Chapter VI concludes the report with an outline of the arguments for and against its establishment. Data tables are included. (JP)

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THE FEASIBILITY OF AN INDIAN UNIVERSITY

AT BACONE COLLEGE

A Report to

Board of Trustees

Bacone College

September 25, 1979

Submitted by

Dr. Dean Chavers, President

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REPORT OF THE LONG RANGE PLANNING COMMITTEE
OF
BACONE COLLEGE BOARD OF TRUSTEES

October 9, 1979

RECOMMENDATIONS

1. Remove pages 125 and 126, and accept the revised Feasibility Study with appreciation.
2. Support the objective of Bacone becoming a four-year college as a means toward achieving the best collegiate education for American Indians.
3. That the Administration be commissioned to outline a Developmental Plan to become a National Indian University through continued research and consultation, such plan to include "check points," a time table, and the mechanics for achievement; such plan to be presented to the Board in March, 1980.

Resolution passed by a unanimous vote.

Certified by Robert H Lomax, Chairman
signature title

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Any undertaking as complex as the one presented in this report is almost impossible for any one person to complete alone. Data and information has been gathered and collected from some 300 sources of printed material, from most of the Indian colleges, from national associations and organizations, and from many individuals.

Special notes of thanks are due to Dr. George Strout, Vice President, for gathering much of the data herein, and for providing analysis of raw data for much of the statistical material reported. He also provided extensive comments on an earlier draft.

Special thanks are also due to Lorraine Ownby, Administrative Assistant to the President, for preparing numerous tables, charts, and graphs, some of which are contained in this report, and some which are not because of a desire to be as concise as possible. Final typing of this draft was done by Mrs. Ownby.

The budgets presented in Chapter Five are the work of Fred Slack, Business Manager, taking into account many variables and factors, and in addition to his normal heavy work load.

At least 16 administrators and faculty members have read an earlier draft of this document, and have provided valuable comments, insights, criticism, advice, and information. As a result, the report is in a sense a document of the College, rather than the work of one person.

* * *

The terms "Native American Indian," "American Indian," "Indian," and "Native" are used interchangeably throughout this report to mean peoples and persons descended from tribes who were living in the U. S. prior to European colonization.

For references to abbreviations used, see Appendix One. For references to sources quoted, see Appendix Two.

Tables, Charts, and Graphs are interspersed, rather than being listed separately. The heading on each one identifies the type of representation it is, and they are numbered consecutively.

CHAPTER ONE

INTRODUCTION

A. Summary and Conclusions

This report concludes that a university primarily serving Native American Indians is feasible, with certain limitations and if certain pre-conditions can be satisfied (see below).

The size of the student body would be limited to under a total of 2,000, and probably closer to a level of 1,000, based on current Indian and Native population totals and numbers of high school graduates. (Sections V. B., Appendix 18, and IV. C.)

The university would probably be constrained to operate with per-pupil expenditures of $7,000 or less, in current dollars. (Section V. A.) Capital costs for new construction would be between $4 million and $16 million. (Section V. A.)

The development of such an institution would require dedication and commitment from faculty and staff, from Trustees, from tribal leaders, from the local Eastern Oklahoma community, and from present and projected support sectors.

The mission of the institution would have to be clearly identified in policy and in operation as being service in higher education to the Native people of the U. S., but with persons from all races free to be admitted as students, to serve on the faculty and staff, to serve on the Board of Trustees, and to serve the university in other capacities. (Section I. C.)

Intensive and extensive recruitment and pre-preparation of Indian students would be necessary, because of the fact that a large percentage of Native students are now encouraged to prepare for vocations in high school rather than to prepare for college, and because of the fact that the total pool of college-age persons in the nation will be decreasing over the next decade. (Sections I. C. (ii), II. C.) Other colleges will be recruiting these Indian students.

The College at the present time, while having a fairly broad base of support from American Baptist Churches and some patriotic and lineage societies, has weak support from alumni, from foundations, from corporations, and from non-alumni individuals. Development of support from these sectors would be necessary in advance of beginning the transition. (Section V. B.)

The university could serve a great need for college-educated Indian people nationally. (Section III. A.) There is a great need in Indian reservations and communities for these persons (Section III. B.), and the existing college and university programs for Native people are only partially meeting this need. (Section III. C.) At present rates of graduation, parity of college graduates will never be achieved. (Section IV. C.)

There is a large enough pool of Indian high school graduates and Indian graduates of two-year colleges to supply such an institution with freshmen and junior level entrants. (Sections III. C., V. B.)

Projections of total Indian college student enrollment to the year 1990 indicate some 50,000 to 60,000 total in that year, up from the 1978 total of some 32,000, or about 60% of parity with other ethnic groups by 1990. (Appendix 6) The highest birth rate of any ethnic group in the nation indicates that the pool of potential new Indian students will increase by about one-third between 1978 and 1990.

Indian college students are predominantly majoring in a few professions, including teaching, business, and social work, and few are majoring in science, math, and engineering, despite higher overall college entrance examination scores in natural science than in the other four areas. (Sections III. C., IV. C.)

There are several pre-conditions to the initiation of the development of an Indian University, most or all of which would have to be met before the transition to a four-year program could be made (see below).

Indian college students now are only at 44% of parity with the rest of the nation, and with increasing numbers of Indian high school graduates and increasing percentages of 18-year-olds completing high school, and with the total population being close to the "ceiling" on percentage of 18-year-olds finishing high school, Indians will apparently approach parity with the total population within the next several decades. (Section II. B.)

Because of the fact of higher dropout rates in private two-year colleges than in private four-year colleges, Bacone could expect that a higher percentage of Indian students entering as freshmen would graduate if the College had a four-year program. (Section IV. C.)

Nationally, enrollment in private four-year colleges is expected to decrease by 6% by 1986, detracting slightly from the viability of a four-year program. (Section II. C.) But it is likely that some private four-year colleges will close during this period. (Section II. E.)

The supply of faculty members being produced by graduate schools

greatly exceeds the demand, so that staffing of faculty in general would not be difficult. (Section II. D.)

The development of a four-year program should proceed with caution if the decision is made to do so, learning from the mistakes of many institutions in the 1950's and 1960's, which built too many buildings and are suffering in the face of the declining enrollments of today. (Section II. E.)

The number of Indian faculty members who could be employed at a national Indian university is limited, and the pool of such persons is apparently not increasing greatly. (Section III. B. (vi).).

There are about 320,000 Indian members of various Christian denominations, who would be a primary pool of potential students. (Section IV. A.) The largest number of college-bound Indian youth come from Christian families.

Only 8% of Indian students score in the upper third nationally on college entrance examinations, meaning that great numbers of Indian college freshmen need preparation after entering college for college-level work. (Section IV. C.)

The number of Indian college students nationally has increased dramatically in the 1970's, and almost half of these students are enrolled in two-year colleges. (Section IV. C.)

For success in higher education for Native students, it is necessary to design a total program to meet their needs, and to design curriculum, faculty, and methodology which are oriented to their cultures and histories. (Sections III. C., IV. C., passim)

The development of an Indian university is feasible if the following conditions can be met:

1. Support and commitment from Muskogee, Tulsa, and Oklahoma
2. Commitments from ABC and other denominations
3. Expansion of total donors annually from 3,500+ to approximately 10,000
4. An increase in large gifts to approximately 30% of total annual support
5. An increase of 50-150% in endowment corpus
6. Active support from alumni
7. Over 50% of student body from other states

8. Improvement in retention rate

9. Total enforcement of admissions requirements, and development of admissions standards

10. Approval of capital funds campaign by ABC

11. Resolutions of support from national Indian organizations and tribes

12. Approval of cooperative agreements with Indian colleges

13. Commitment of support from tribes

14. Board of Trustees. Should be national in representation of geographic regions and of interested groups and organizations. Substantial Indian representation of major tribes/regions/national interests. Multi-denominational. Representatives from business and industry.

15. Accreditation and Coordination. Coordination with ABC at the denominational level would be necessary before any fund raising for capital campaigns and the like could be launched. Coordination and planning for accreditation status with Oklahoma State Regents for Higher Education, North Central Association of Colleges and Schools, Oklahoma Board of Nurse Registration and Nursing Education, and possibly other professional accrediting agencies would be necessary. Coordination with each of the 12 BIA Area Offices and higher education specialists would be essential.

16. Institutional Commitment. An intangible element, but one which would be essential and vital. Commitment from the Board, the faculty, the staff, the national and local Indian community, the Muskogee community to building and maintaining the institution.

17. Faculty. The depth and breadth of program offerings would increase, requiring a higher percentage of faculty with advanced degrees for accreditation, through both hiring of faculty with advanced degrees and providing for present faculty to work for advanced degrees.

18. Staff and Administration. Should be fully qualified, persons with initiative and persistence, cosmopolitan, intimately familiar with both problems and their solutions.

19. Library. Approximately 100,000 volumes of the proper types would be necessary, and probably a new separate building to house the collection. Major Indian collection.

20. Funds. Several types of funds would be necessary--capital building funds, increased operating funds, endowment, bequests and annuities, other large contributions. Corporate support would be critical, and the corporate community of Eastern Oklahoma would have to provide a large part of the initial funds.

21. Programs. Not specified in this report, but unique and needed by Indian people, e.g., health, business, education, social work, management, development, and others. Details of programs would have to be completed prior to starting a transition.

22. Planning Commission. Composed of educators, tribal officials, church leaders, corporate executives, foundation trustees, to determine appropriate programs and facilities needs.

23. Tribal Leadership. Would be essential for assessing need for programs, course requirements for transfer students, pooling of resources, possibly exchange of faculty and staff members, recruiting of students.

24. Indian Colleges. Liaison with these colleges for coordination of programs, course requirements for transfer students, pooling of resources, possibly exchange of faculty and staff members, recruiting of students.

B. Scope of Report

This report is limited to assessing the feasibility of the development and establishment of a major Indian university. It addresses the questions of whether funds could be raised, whether capital outlays could be made, whether students would be available and prepared and could be recruited, whether programs could be designed and operated for these students, whether operating funds could be increased and maintained at levels sufficient to operate the institution, whether faculty members could be identified and recruited, and whether coordination and control considerations and problems could be adequately addressed.

Thus the report does not present detailed plans for the development of such an institution, but only presents the outlines of what would be necessary in the development of these plans. It does not detail the processes and procedures for determining what national and tribal needs should be addressed by the institution's program except in the sketchiest terms.

As an assessment of possibilities, the report is limited by the information that is available publicly. Several areas of concern to the topic of the report--high school dropout rates for Indians, college dropout rates for Indians, the impact and extent of older (nontraditional) Indian students on the college population, follow-up reports on Indian college graduates, and other concerns--cannot be adequately addressed because the information and/or data is not available. A simple estimation of the current total population of Indian college students is extremely difficult and time-consuming because of the lack of reliable information, and because of the varying definitions of "Indian" or "Native American" used by various agencies.

Several areas of apparent need, including economic development on reservations, agriculture and ranching needs, cultural preservation needs, tourism needs, and business and management needs, cannot be addressed adequately in this report because of paucity or lack of information at a national level.

The actual percentage of Indian high school graduates entering college can only be estimated or inferred from the available macro-statistics.

There is no attempt made to delineate what the transition from four-year programs to the addition of graduate work would be like, or what the institution would offer as programs. This type of transition is too far into the future to project. But if this were to be done, at that time the College would formally change its classification from "college" to "university," following the custom of reserving the term "university" for those institutions offering graduate level academic and research work and having two or more schools.

C. What an Indian University Might Be Like

As the following chapters will make clear, there is a definite need for an institution or institutions directed at providing higher education to Indian and Native students in the fields which they need to cope with the modern world. The existing programs for Indians are inadequate to the task; they have high dropout rates, their curriculum is irrelevant to the needs of Indian students, and they do not have the capability on their staffs to adequately meet the needs of Native students.

An educational institution, then, which was designed especially to serve Native students would have characteristics like other institutions of higher education, but would also have characteristics unlike most others.

Some of the purposes might be the provision of education, the conduct of theoretical, legal, and applied research relating to Indians, the providing of various kinds of information on a national level, service to communities combined with formal education, cultural preservation, and affiliation with the Church (see below).

(i) Program

The ultimate goal of the university might be the development of leadership among Native people. To accomplish this goal, the program could be multi-purpose--liberal arts, professional education, vocational training, and career education (see Harris and Grede). Some mix of traditional liberal arts and occupationally-oriented education would add to the attractiveness of the institution, and to the utility of the degrees awarded. One purpose might be the addressing of the need of Indian tribes for professionally-trained young people (see Table 14).

The university might have moderately selective admissions standards, rather than open door admissions or highly selective admission criteria, for two reasons: (1) to move more quickly and deliberately toward the goal of providing professionals, and (2) to make optimum use of funds available through assuring a minimal dropout rate (Cope and Hannah, passim).

There might be a special program for the gifted and talented Indian student, defined as those who have outstanding achievement records in high school and/or high scores on college entrance examinations, and those with a special talent; e.g., painting, music, sculpture, science, math. These students could be given the opportunity to challenge entry level courses, receive special instruction, complete course requirements more quickly than normal, concentrate more narrowly than usual in a given field, enter college at an earlier age, be placed in special internship programs with tribes, attend special integrative seminars designed for them, and other options.

The university would strive to establish strong personal relationships between faculty members and students, and for this reason would need to maintain a low faculty-student ratio, on the order of 1:13 as the current ratio is, and possibly 1:15 at the upper division level, which would be lower than the national ratio, which is about 1:17. This would probably have to be accomplished on a relatively low average per-pupil expenditure, so the specific services offered to students in addition to classroom instruction and faculty advising would have to be chosen carefully.

To alleviate or lessen the problem of college-trained Indian young people having to make painful transitions to the reservation environment and community upon graduation, a planned program combining practical experience with academic work might be desirable. This might take the form of internships during the summer or for a whole term while on leave from the university, or part-time placement work with some of the tribes in Eastern Oklahoma and with local hospitals and businesses, or some way of alternating work with education, or some ways of allowing course credit for work done in the community, and so forth.

In an effort to provide the most expeditious system for detecting individual problems of students which would lead them to drop out or stop out, an early warning system could be instituted which would allow faculty advisors and counselors to address a problem immediately, before it became great enough for the student to withdraw. This would assure higher rates of retention and completion.

In a similar manner, the campus would benefit from an organizational structure which would attempt to meet the total needs of students --curricular, extracurricular, developmental, emotional, financial, and adjustmental. This would require a method of constant attention to the needs of students, and a way of implementing action rapidly once problems were identified and programs were designed.

The university would probably want to strive to maintain high standards of scholarship, community service, behavior, mission orientation, and loyalty on the part of faculty, staff, administrators, Trustees, and students. Maintenance of high standards would require widespread and in-depth communication between and among all sectors of the university community. It would also require widespread involvement of the various sectors in the development of standards, and widespread monitoring.

The program might also include special training programs of benefit to the local Eastern Oklahoma community and the national Indian community. Some examples might be seminars in business and management, museum training programs of short duration, seminars and institutes for Indian paraprofessionals, refresher courses for teachers and tribal leaders, and many others (St. Martin).

The program might also feature short courses of benefit to the Eastern Oklahoma community, such as establishment of trusts and estates, income taxation, personnel employment procedures, management by objectives, zero base budgeting, program development and proposal writing, fundraising, setting up volunteer programs, and many others. These programs are now needed in the Eastern Oklahoma area.

(ii) Population and Constituencies

The student population would probably have to be national in scope, because of the need for state accreditation, which is not likely to be granted if most of the students are from Oklahoma; the state of Oklahoma, many feel, has too many colleges, and the case would have to be made with the Oklahoma State Regents for Higher Education that the university was serving a national constituency, rather than primarily one from Oklahoma.

In addition to this requirement, it would probably be desirable to have a national student body, because of the positive effects students would have on each other by meeting others from various parts of the nation, and because an institution which was identified in the Indian community as intertribal would be more attractive to Indian students than one which was identified with one or a few tribes.

The university would probably have a multi-ethnic student body, with admission open to all students regardless of race or national origin, but with most efforts made to recruit Indian students. The student body would be, as it is now, multi-denominational.

The student body would have to be cultivated and prepared in junior high school for college level work. A high percentage of Indian students nationally at the present time are steered by high school counselors, teachers, and administrators into vocational programs in high school, taking four years of shop courses rather than four years of Science, for instance. Part of the initiative for remedying this situation would fall on the shoulders of the staff and alumni of the university, to identify promising students in the seventh and eighth grades, and help them plan college preparatory programs in high school, rather than vocational programs.

This would mean an intensive and in-depth recruitment program using all the resources and individuals it would be possible to marshall (see Section V. B.). It would mean specifically recruiting students who are affiliated with Indian churches.

There might be some provisions for enrollment of the non-traditional, i.e., older and/or married, student. At this time, the dimensions of this particular segment of the Indian population are not certain, but it is safe to estimate that about one-third of all Indian college students today are over the age of 25. How far the university could

go toward addressing the needs of these students would depend in part on its ability to finance and build married student housing, operate day care centers, find funds for these students, and other factors.

The Board of Trustees, whose two main functions are setting policy and supporting the institution, might be national in the geographic areas represented, and might have a plan for national representation adopted and implemented. To be maximally effective the Board should represent all regions of the nation, and a variety of income levels, associational allegiances, professions, and social groups. The Indian members of the Board would ideally represent the major regions of the nation, and in some way represent the major tribes. The Board would probably be, as it is now, multi-denominational and multi-ethnic.

The faculty and staff would be multi-ethnic, as it is now, with persons from a variety of racial, economic, and social backgrounds for students to be exposed to. The Indian members of the staff and faculty ideally would be from several tribes, and not from only a few. And ideally also, the faculty and staff would have a background exposure to the culture, history, social problems, legal problems, and educational problems of Indian tribes nationally, which could to some extent be provided by the university through formal course work.

(iii) Management

An Indian university would of necessity be well-planned and managed, because of the likelihood that relatively low per-pupil expenditures would be available, because of the great diversity of Indian tribes and Indian people, and because of the need for extensive and intensive communication with state, local, and Federal government, with Indian tribes, with some two to three dozen sectors of financial support, with students and prospective students, with alumni, and with the local community. Such planning would involve in some sense the total campus and the total university family, including faculty, staff, Trustees, students, and administrators, among others. Plans with concrete objectives and means for achieving these objectives would be formulated both for the long range future and for the short range.

Extensive research would have to be conducted, as well as extensive needs assessments made, on a periodic basis, to monitor constantly the direction of the institution and to help it formulate alterations in its direction from time to time. This function would be on-going, perhaps resembling the present situation with a full-time long range planner on the staff. The research function would also encompass institutional research on the operation of the campus, its funding sources, the achievement levels of its students, and their career progress after graduation, among other areas.

Some research might also be done by faculty members in theoretical

areas of science, social science, and humanities, who would perhaps receive assistance from a central office of funded research on the campus.

All programs would require careful cost analysis before being implemented, and careful monitoring during the implementation and operational stages, and budget-conscious assessment of results.

The allocation of resources through the budgeting process would ideally demand for all offices that all requests for all funds be justified on the basis of need in the light of the mission and goals of the university.

(iv) Other Considerations

In a city of over 40,000 with no other college campus closer than 21 miles away, the university would very likely be a center of the social and cultural life of the community. While the work force of the institution would probably represent no more than two percent of the work force of the community, the staff would have a great deal of influence in the community because of the relatively high level of education they would have. And because of the high concentration of Native Americans in Eastern Oklahoma and the various tourist attractions operated by them and by others, the campus would almost certainly be a major tourist attraction.

Taking advantage of this fact, the university might build and operate a major regional museum dedicated to preservation and maintenance of the culture and heritage of Indian people nationally. Such a museum could also supplement the instructional program by cooperating with the various divisons to use the facilities as a classroom or quasi-classroom for lectures and demonstrations. This proposed museum could also provide short courses for the staff members of the 80 Indian museums in the U. S., many of whom are now staffed by nonprofessionals or paraprofessionals. (See Appendix 8)

The university could also be a resource for tribes, individual scholars, community-based programs, and many others, through providing technical experts in various areas of study who would be on the faculty and staff, and through contracting with these organizations and individuals to deliver certain services in planning, management, and training. Another resource could be the development of a skills bank/information center, which is now in initial stages of development.

The university could be a center for many professional and other associations, by providing facilities for meetings, office space in some cases to affiliated organizations, and use of computer and other facilities to researchers and others.

To communicate with the many publics which it would be necessary

to communicate with, an enlargement of the present informal program of "Bacone Ambassadors," persons with an interest in the College strong enough to familiarize themselves with the campus well enough to represent it to various groups and meetings, might be necessary. To be effective, use of this network of interested persons, most of whom serve on a volunteer basis, would require a central coordinator, who would aid in the development of the persons to be designated as Ambassadors by the provision of background materials on the university, by short courses, and other means; recruit and identify persons as Ambassadors; coordinate the scheduling of appearances of Ambassadors; and channel reports and contacts developed by the Ambassadors to the proper office on the campus for follow-up. These Ambassadors could serve in a variety of roles--recruitment of students, making contact with potential or actual contributors, recruiting potential faculty members, recruiting volunteers to serve on the campus for short-term assignments (as is done now), and in other ways. Through the services of these Ambassadors, the university could augment its public relations, fund raising, recruitment, and personnel programs at low cost to the institution; the major costs would be travel and lodging, as necessary.

Contact with American Baptist Churches and possibly some other denominations would be essential to the life and the development of the campus. Some of the specific interchanges which might occur would be:

- o Students and Student Life

  Church attendance on campus
  Recruitment of students through churches
  Extracurricular religious activities
  Sending students to seminary
  Religious instruction

- o Faculty Involvement

  Church attendance on campus
  Recruitment of faculty through churches
  Participation in denominational activities
  Service on boards, committees, work groups, etc.

- o Service to the Denomination and Denominational Service to the University

  Continuing education
  Representation on the Board of Trustees
  Resource for churches
    - Consultants
    - Facilities
    - Preaching teams
    - Retreats
    - Summer camps

Choir tours (by the campus choir)
Participation in denominational activities
Service on boards, committees, work groups, etc.
Communication
    University publications
    Preaching
    Speaking engagements
    Individual letters
    Denominational publications
Volunteer work groups on campus from churches (short-term)
Volunteer individuals from churches (long-term)

The transition to a four-year program, and eventually to offering some graduate training, would require an extensive plan with the necessary steps in sequence as they would occur, and the ways of achieving and completing each step spelled out. Chart 1 gives a concise picture of the basic steps that would be necessary. Chapter VI spells out some of the other considerations that would be necessarily involved in the planning in more detail.

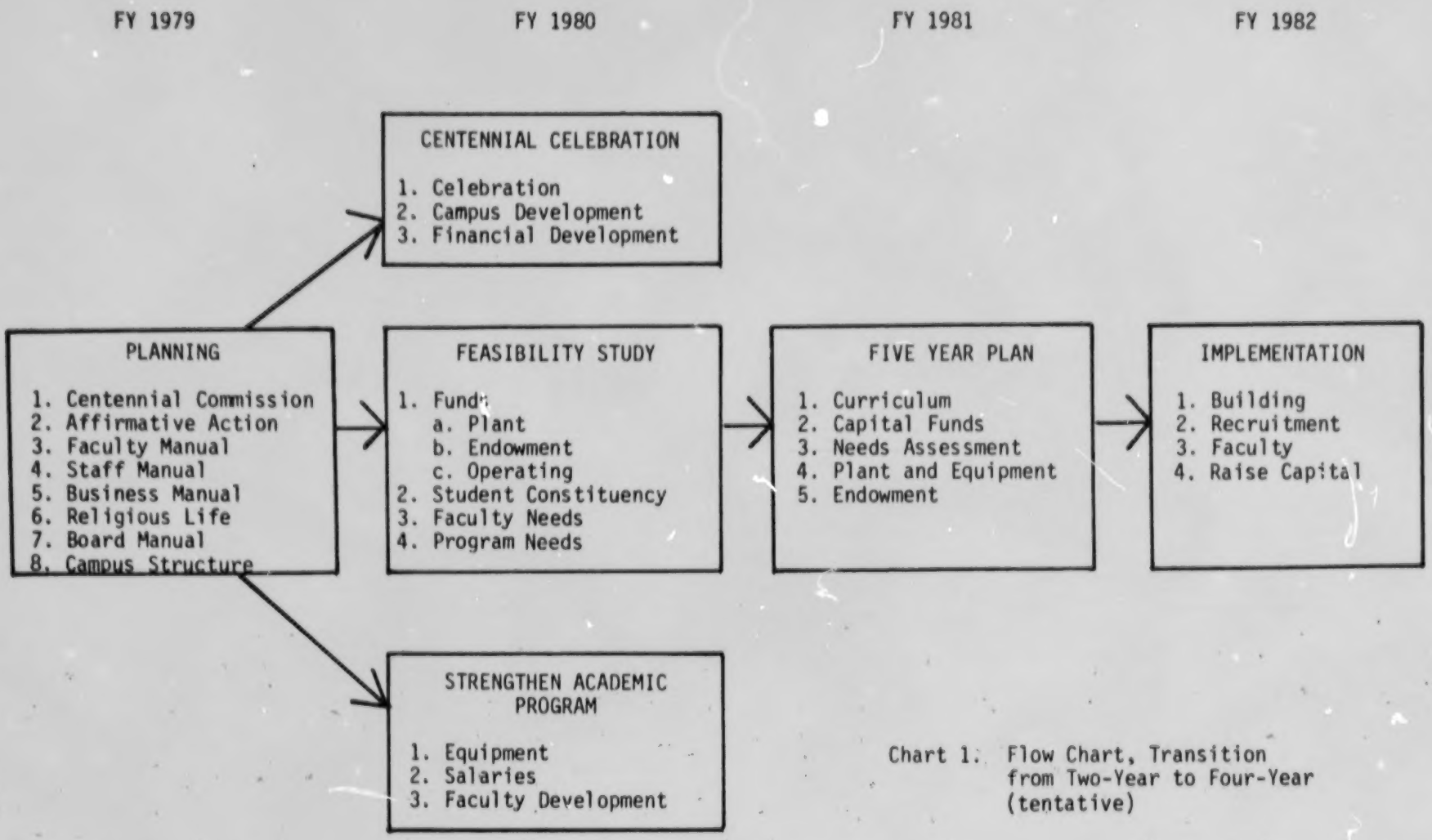


Chart 1. Flow Chart, Transition from Two-Year to Four-Year (tentative)

CHAPTER TWO

BACKGROUND

A. The Accomplishments of Bacone College

Bacone is the oldest college in Oklahoma and the oldest college in the U. S. serving primarily Native American Indian students. It was founded at Tahlequah, Indian Territory on February 3, 1880, and moved to Muskogee, the Capital of the Creek (Muskogee) Indian Nation in 1885.

The College has produced some 8,000 alumni in its 100 years, the majority of whom are Indians. For almost all its history, the College has been affiliated with the American Baptist Churches.

While almost half of the Indian students who have attended Bacone have been from Oklahoma, over 105 of the 280 Indian tribes in the nation have some alumni who attended the College (see Table 5). During the first 89 years of its history, Bacone was the only college in the nation which served Indian students from all tribes.

The list of Bacone alumni is impressive, and includes many of the Indian leaders in government, law, teaching, tribal government, health, and business. During the decades when the Indian students of the nation were denied admission to other colleges, Bacone sought them out and encouraged them.

While the College was founded as "Indian University," and was designed to be the equivalent in Indian Territory of the land grant colleges in the states, it became necessary after a few years for the College, under the President and founder Almon C. Bacone, to add a secondary school to the College program and to aid in the establishment of five other secondary schools in Indian Territory to provide enough secondary graduates to have students for college-level education.

Within another few years, the College, which was renamed after its founder in 1910, found it necessary to establish on the campus a primary or elementary school program. In addition, shortly after the turn of the century, the Murrow Indian Orphanage (later named Murrow Indian Children's Home) was moved from Atoka to the campus, and most of the children at the Orphanage attended school on the campus.

Then, in 1933, the elementary program was ended. In 1957, the last high school class graduated, and the college moved rapidly in the next few years from an enrollment of some 125 in the college program to an enrollment of over 500, which has been the level of enrollment the College has maintained for almost 20 years.

The most dynamic period in the College's history was during the presidency from 1919 to 1941 of Benjamin D. Weeks. During his administration, most of the buildings presently standing on the campus were built, with funds coming mostly from Creek and Osage Indians receiving oil royalties and lease payments. Dr. Weeks was an effective fund-raiser, a dynamic leader, and an effective motivator of individuals

The College over the years has received most of its contributed operating funds from the American Baptist Churches, from the denominational headquarters of ABC, from individual members of American Baptist churches, since 1941 from the National Society of the Daughters of the American Revolution (NSDAR), and from the Muskogee community.

As far back as the mid-1950's, discussions have taken place on the campus and off about the possibility of expanding the two-year offering to a four-year program, and eventually becoming a University offering some graduate programs. For reasons to be explained in Section B of this chapter, the time was not right until the 1970's for this move, there were not enough potential Indian college students in the nation to fill such an institution.

During the 1960's, the College began to cultivate closer relations with the local Muskogee community. For several decades, until the end of the 1950's, the College and the local community had not been partners in education. The College was operated as a missionary effort of ABC and was controlled to a large extent from the denomination offices, which were then in New York City. Then, in 1960, an independent Board of Trustees made up of American Baptists and local Muskogeans was incorporated in the State of Oklahoma, and the College began to move toward independent operation under the Board, while still maintaining a strong affiliation with American Baptist Churches across the nation.

The involvement of the Board in the operation of the College and the enrollment of larger numbers of local students--White, Black, and Indian--occurred at about the same time. This increased involvement of the local Muskogee community has meant that the College now in effect serves two constituencies, the Indian people of the nation, and the local population of Eastern Oklahoma, which has the second largest concentration of Indian people in the nation. (U. S. Census, 1970)

The College has maintained a strong relationship to the Christian Indian people of the nation. In Spring semester 1979 there were:

61 Baptists	2 Latter Day Saints
28 Catholics	2 Pentecostal
8 Methodists	1 Church of God
7 Native American Church	1 Christian Non-Denominational
6 Assembly of God	1 Jehovah's Witness
5 Church of Christ	1 Seventh Day Adventist
4 Episcopal	1 Satus Long House
3 Lutheran	1 Abundant Life
3 Presbyterian	11 Protestant

and 49 students expressing no preference, on the campus, out of a total of 201 resident students responding to a questionnaire.

There is a small but growing number of foreign students enrolled, mostly students from the Marshall Islands in the South Pacific. Over the past nine years, 1970-78, the average ethnic group enrollment on the campus has been:

- 47% Indian
- 33% Caucasian
- 11% Black
- 9% Foreign and other.

The average enrollment from 1971 to 1978 was 540. The average percentage of out-of-state U. S. resident enrollments has been 25% for the same period. Some other facts about the College are:

- Number of students organizations - 20
- Ratio of applications to freshman enrollees - 3.5:1
- Average number of graduates, 1973-79 - 102
- Campus size - 230 acres
- Number of buildings - 34
- Number of Trustees - 30 (1/3 Indian, 1/3 American Baptists, 1/3 unspecified)
- Accreditation - North Central Association of Secondary Schools and Colleges, Oklahoma State Regents for Higher Education, National League of Nursing
- Faculty-student ratio - 1:13 (national average for two-year colleges - 1:16.6)
- Percentage of students on financial aid - 85%
- Number of scholarships - 87
- Tentative budget, FY '80 - $2.1 Million
- Tuition is in the bottom 5% nationally for similar colleges

The mission of the College at the present is to serve the American Indian student in a multicultural Christian environment. Thus the intent of the College program is to bring together students of various types in an effort to build better understanding across ethnic, economic, and social boundaries.

The majority of the students at the College are from poverty backgrounds. Some 85% each year of the students in recent years have qualified for financial assistance (which is based upon family income and ability to pay). Of the 85% on financial aid in Fall 1977, 95% were full-time students.

The record of higher education institutions in the nation in educating Indians is not good. (See Section IV. C., below.) The

national dropout rate among Indian college students is 85%; Bacone has had an overall dropout (noncompletion) rate of 68.1% from 1970 to 1979 (see Table 2). The overall academic success record of Bacone with Indian students is relatively high compared to the 150 colleges in the nation with large Indian enrollments, despite the fact that Indian students at Bacone score relatively low on college entrance examinations (see IV. C., below).

Table 2. Total Bacone Freshmen and Graduates, 1970-1979

(a)	(b)	(c)	(d)	(e)
Year	Number Entering Freshmen	Number Graduates	Number Receiving Certificates	Total (c) & (d)
1970	205	86	-	86
1971	280	113	-	113
1972	210	101	-	101
1973	266	81	-	81
1974	290	81	-	81
1975	393	90	-	90
1976	409	87	1	88
1977	355	126	-	126
1978	356	116	-	116
1979	-	86	-	86
Totals	2,764	967	1	968

The College's success is due largely to the comprehensive program of instruction, counseling, tutoring, extracurricular activities, orientation, low faculty-student ratios, and personal contact which it offers the Indian student (see Oklahoma State Regents for Higher Education, 1974), and the accumulated expertise which has been developed in working with Indian students.

The College operates on a relatively small budget. The tuition charged students is in the bottom five percent for other similar institutions in the U. S. (Appendix 3). Total expenditures per full-time student in fiscal year 1979 were approximately $4,083, compared to average totals of about $4,600 for private two-year colleges in the U.S.

There are some 8,000 alumni of the College (including the elementary and secondary schools and the Children's Home), and some 3,000 graduates of the College. Bacone graduates are in many positions of importance in the fields of education, art, government, tribal government, law, justice, medicine, and the ministry. Some 105-125 different tribes are represented among the alumni.

A survey in the Fall of 1978 showed that the College or individual employees held a total of some 66 memberships in national organizations, 48 memberships in regional organizations, and 76 memberships in local organizations. The majority of the memberships are in professional groups and associations.

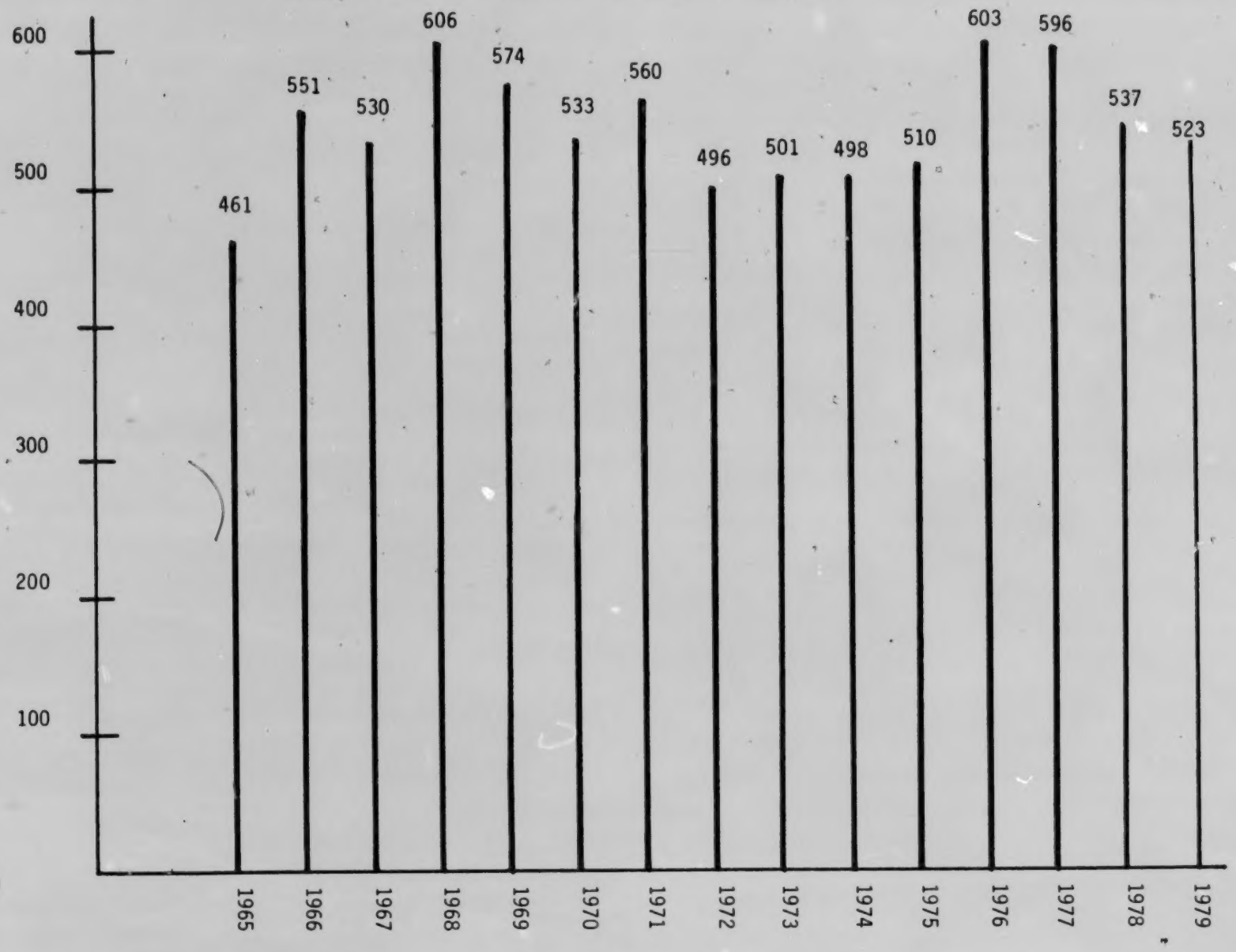
The College library houses some 23,000 volumes, slightly above the average number for similar institutions. The library has some 1,500 books and other material circulated in a typical school month. The library also houses over 3,000 volumes in a special Indian Collection.

While all programs are strong, of particular interest at the College in recent years have been the Nursing program and the Business Mid-Management program. The Associate Degree Nursing program produces about 50 graduates a year, and about 93% of them pass qualifying exams to practice as Registered Nurses. The Business program meets a need of Indian tribes for managers, office workers, and junior accountants, and will be sending increasing numbers of graduates on to four-year programs.

The College receives some support from American Baptist Churches and individuals in 35 of the 50 states, and the District of Columbia (Appendix 17), and receives support of various kinds from all 50 states and the District of Columbia (Graph 40).

At this point in its history, the College must assess its place in American higher education. Some options that are open are (1) remain the same, (2) concentrate more on technical programs, (3) grow into a four-year liberal arts college, (4) concentrate more on being a community college (extension, continuing education, etc.), and (5) grow into an Indian university. All options should doubtlessly assume that the target population would be American Indian students, but that the student body would be multi-ethnic.

Graph 3. BACONE COLLEGE TOTAL ENROLLMENT, 1965-79



Graph 4

BACONE COLLEGE

FINANCIAL AID, 1977-1978

INCOME STATUS OF RECIPIENTS' FAMILIES

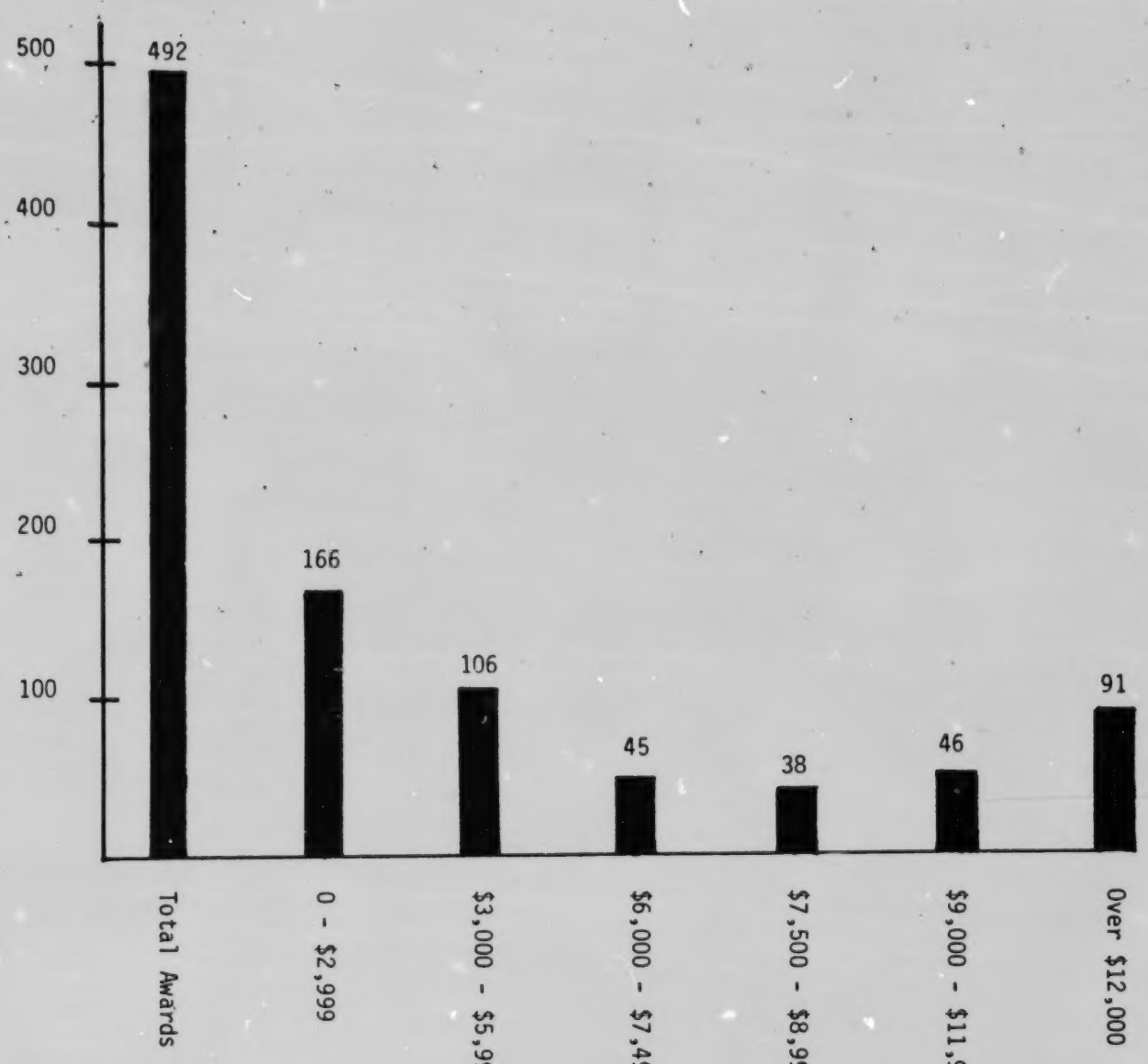


Table 5

TOTAL ENROLLMENTS

NATIVE AMERICAN STUDENTS AT BACONE COLLEGE (by State)

1955-1978

State	Number
Alaska	3
Arizona	523
California	25
Colorado	15
Florida	48
Idaho	69
Iowa	15
Maine	12
Massachusetts	6
Minnesota	15
Montana	63
Nebraska	30
Nevada	61
New Mexico	292
New York	56
North Carolina	11
North Dakota	12
Oklahoma	1968
Oregon	29
South Dakota	68
Texas	6
Virginia	60
Washington	52
Wisconsin	1
No Tribe Indicated/Miscellaneous	28
Mixed Tribal Background	737
Total	4205

B. National Growth in College Enrollments, 1950-1975

From 1950 to 1975, except for 1951, total college enrollments in the U. S. grew every year. The total number of college campuses grew, as well as average enrollments on older campuses, which in some cases grew phenomenally.

The total Fall 1978 enrollments at four kinds of institutions, were:

- College and university undergraduates - 9.5 million
- Graduate and professional schools - 1.5 million
- Proprietary schools - 1.2 million, and
- College and university extension and continuing education - 3.3 million.

This total of some 15.5 million persons is the highest number ever in the nation's history, and the highest percentage of the total population (7.11%) in history. (ETS Findings, 1979)

The percentage of the eligible pool of students also showed a steady increase during all of this period. There were more students in college because of population increase, a higher percentage of them graduating from high school as years passed, and a higher percentage of the high school graduates entering college over the years. NCES statistics show that more than four out of ten fifth graders were actually college students eight years later, in 1972, almost four times more as a percentage of total population than the number entering college in 1932.

Number of Students Graduating from High School and Number Entering College as a Percentage of the Fifth Grade Class of Seven Years Earlier: 1932-1972

Year	Percent Graduating High School	Percent Entering College
1932	30.2	11.8
1942	46.7	12.9
1952	52.2	23.4
1962	64.2	34.3
1972	74.8	43.3

(Source: NCES, 1974)

The median number of school years completed by the adult population 25 years old and older has also increased rapidly during the period 1950-1975, from 9.3 to over 12.2 years, after slow growth from 1910 to 1950 from 8.1 to 9.3 years (NCES, 1974).

The latter part of this quarter-century also saw a shift in the age groups enrolled in college. The percentage of college students under 25 years of age began to decrease in the early 1970's, and the percentage of persons over 25 began to increase (NCES, 1978, p. 604), as all colleges but especially community colleges, began to meet the demand for continuing education, extension courses, and life-long learning. This trend toward higher enrollment of the "non-traditional" student is likely to continue into the future.

Also during the latter part of the period, the percentage of eligible females in the college enrollment pool started to increase fairly rapidly, and was at 93.7% of parity with males as a percentage of high school graduates by 1975 (Committee for the Study of National Service, p. 62).

A contributing factor to the increase in total college enrollments during the latter half of this period was the huge increases in the numbers and percentages of minority persons entering college. While it is extremely difficult to obtain reliable data for ethnic and racial groups (Crossland, p. 1; Langone), the data which are available indicate the greatest increases in history of enrolled minority group members. Henderson and Plummer (p. 20) report the following percentage increases and projections of total college enrollments:

	1965	1975	1985
White	88.1%	85.8%	83.5%
Non-White	11.9	14.2	16.5
(Black)	(10.7)	(12.5)	(13.9)
(Non-Black)	(1.2)	(1.7)	(2.6)

For Blacks, the increases had started in the middle 1960's, and for other ethnic minorities the increases mostly occurred in the early 1970's (see IV. C., below). From 1964 to 1968, the enrollment of Blacks in colleges increased by 85%, with almost 80% of Black students enrolled in Black colleges (Nabrit, p. 663).

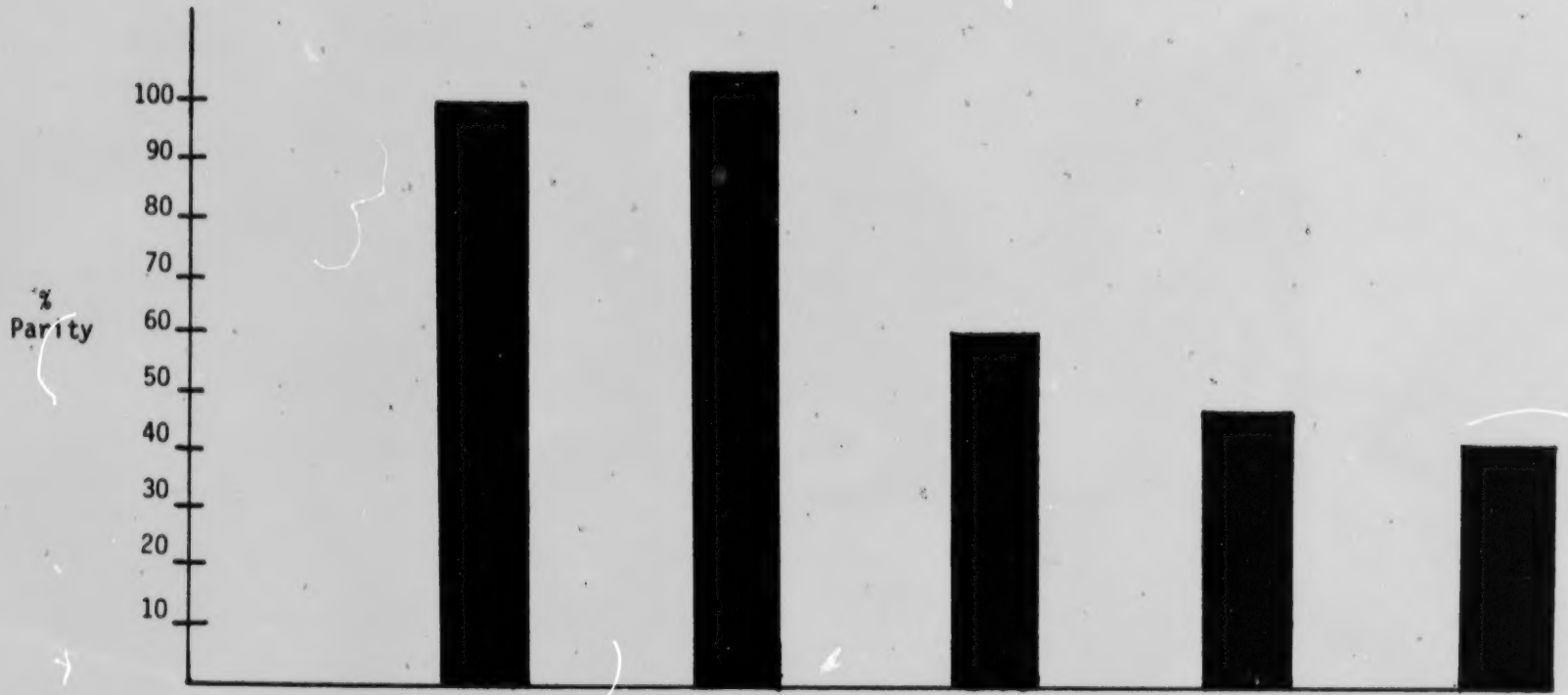
The largest four ethnic minority groups--Blacks, Mexican Americans, Puerto Ricans, and Native Americans--represent almost one-sixth of the total U. S. population, or approximately some 29,100,000 individuals (Parade). From 1970 to 1978, the percentage of higher education enrollments of these four minority groups went from 6.8% to 10.7%, or from 45% of parity to 66% of parity with the total population. With projected increases in minority enrollment for the future, it seems likely that the parity of minorities with the total population will be close to 100% by the end of the century.

The largest increase in minority enrollment, however, occurred during the period 1968-1972, when the total minority enrollment more than

doubled (Committee for the Study of National Service, p. 62). (The percentage of minority enrollments of the national total did not double during this period, because the total of college enrollments increased by about a third.)

There is still a disparity, however, between the enrollment of various ethnic groups and the total population. Graph 6 shows the relative parity figures for Blacks, Hispanics, and Indians, based on the population totals reported above.

Graph 6. PERCENTAGE OF PARITY OF ENROLLMENT OF COLLEGE STUDENTS BY ETHNIC GROUP, U. S., 1979



Total U. S.	Caucasian	Black	Hispanic	Indian
15.5 Million*	13.96 Million*	1.1 Million*	413,658 *	32,000
7.11% of Pop.#	7.39% of Pop.#	4.30% of Pop.#	3.45% of Pop.#	2.9% of Pop.#
100% Parity	104% Parity	60% Parity	48% Parity	41% Parity
* (ETS Findings, 1979)		* (Time 4/16/79) (Parade)	*(Olivas, p.2 Table 4)	*(Chavers, 1979)

# Indicates the percentage of each group enrolled in college/university.

C. Projected Decline in Student Enrollment, 1980-2000

The increase yearly in college enrollments ended in 1976, when there was a 1.5% decrease in FTE from the year before (NCES, 1978(c) p. 2). While there had been decreases in college enrollments in certain geographic areas as far back as 1972, on the national level 1976 was the watershed year for overall FTE decrease.

The year of the peak for college enrollments from new high school graduates was 1968; until 1975, the declining percentage of new high school graduates going on to college was offset by the increases in older students, minorities, and women, who were entering in increasing numbers.

Table 7. Percent of New High School Graduates Attending Higher Education Institutions, 1962-1973

Year	Total	Men	Women	Whites	Blacks
1962	49	55	43	51	34
1963	45	52	39	46	38
1964	48	57	41	49	39
1965	51	57	45	52	43
1966	50	59	43	52	32
1967	52	58	47	53	42
1968	55	63	49	57	46
1969	54	60	47	55	37
1970	52	55	49	52	48
1971	53	58	50	54	47
1972	49	53	46	49	48
1973	47	50	43	48	35

(Source: Harris and Grede, p. 28)

The ten-year period 1967-76, in fact, showed an overall decline in male college students between the ages of 18 and 24 who were dependent family members (Graph 8). The increase in females of the same category almost equally offset the decline in male enrollments, so that the growth in numbers for this period was accounted for largely by older students and minorities.

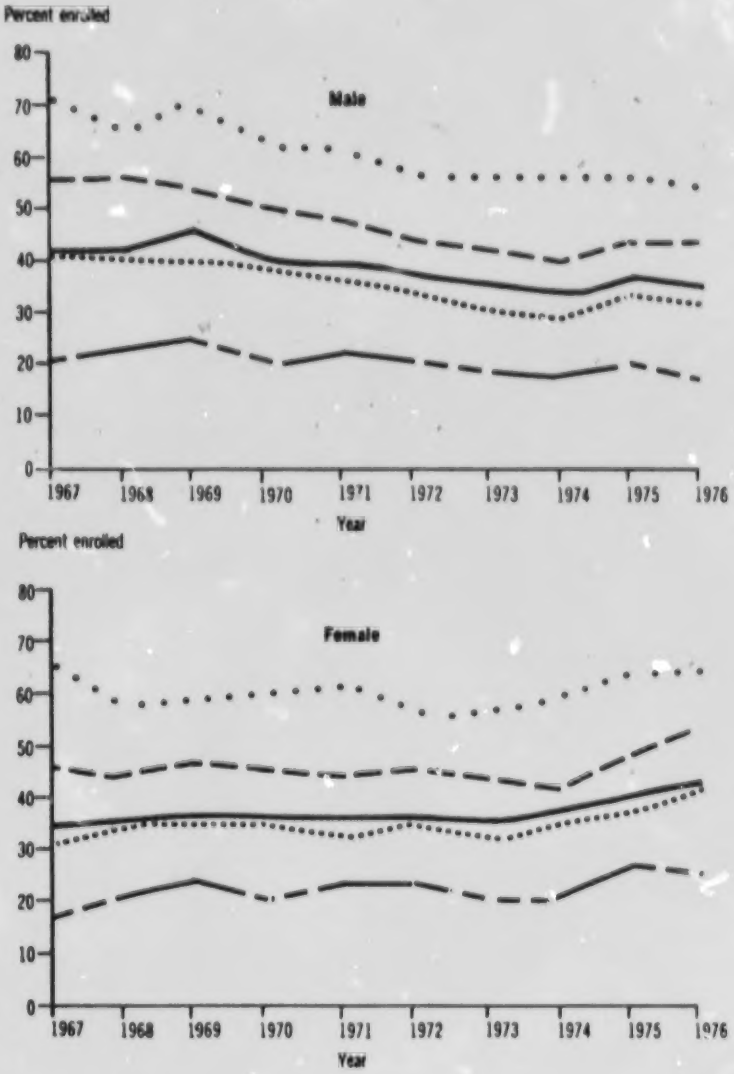
One of the main contributors to the projections of sharper decreases in enrollment for the next two decades is the end of the post-World War II baby boom, which occurred in the middle 1950's. The last of those students had almost all entered college by 1975, and the first effects were felt in higher education in 1976.

The other main contributor has been the national trend toward a zero rate of population increase, which started in the late 1960's. As

Graph 8

College Enrollment Rates* by Sex and Family Income

College enrollment rates have declined among males and increased among females since 1967, and they are now higher for females than males.



Family income in 1967 dollars:

• • • • $15,000 and over — — $10,000 to $14,999 ——— All incomes

••••••• $5,000 to $9,999 — — — Less than $5,000

*Of dependent family members 18 to 24 years old.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students*, Series P-20, No. 319.

[From NCES, 1978(c)]

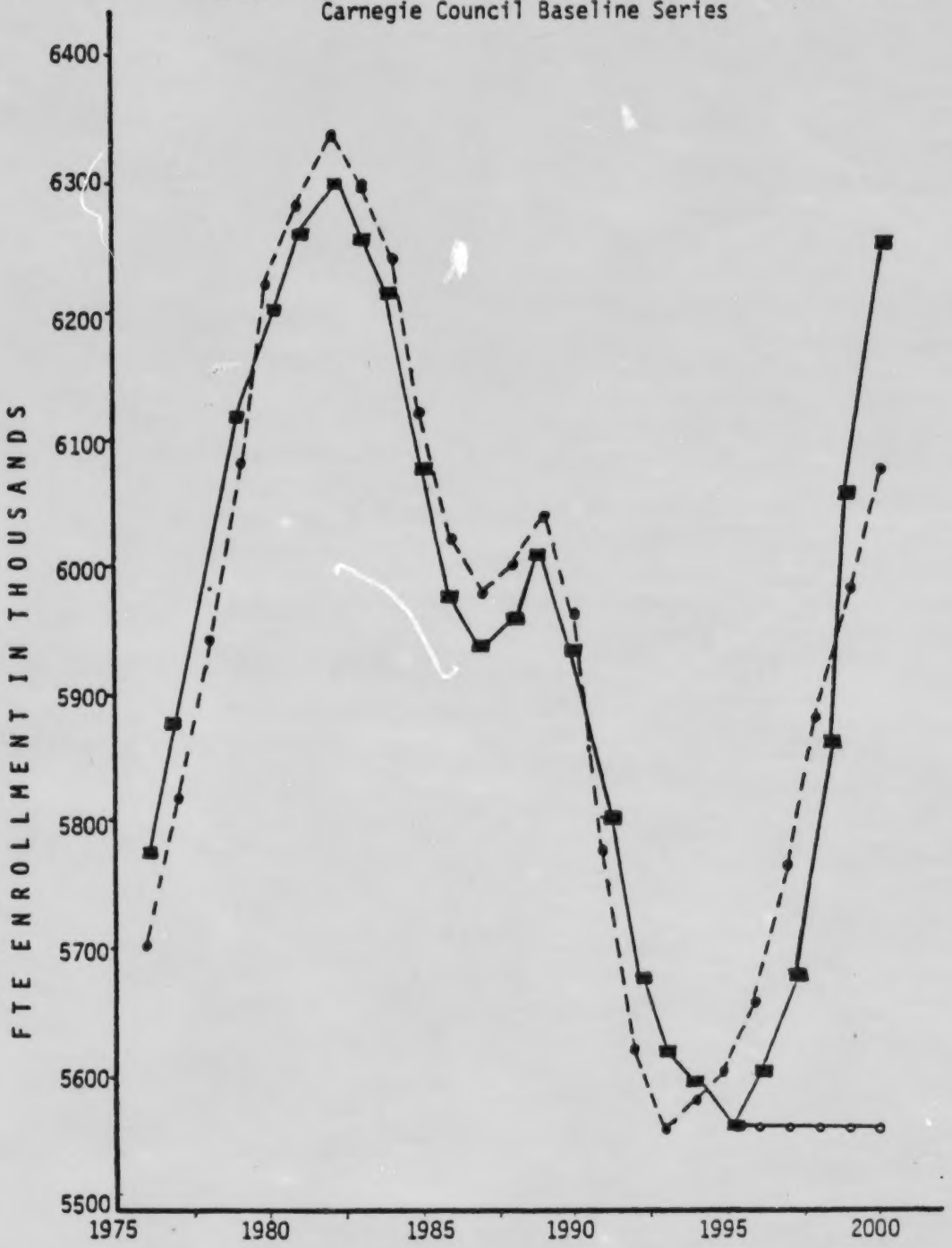
a result of the interaction of these two factors and others, projections of college-age students, of high school graduates, and of college enrollments are tri-modal; i.e., with three peaks in the curve, one in the middle 1970's, another in the 1990's, and another around the year 2000. (Graphs 9 and 10)

Some of the more important projections for the next decade for higher education are:

- Total enrollment in higher education will increase from 11.0 million in 1976 to 12.9 million in 1986, a 17% increase (NCES, 1978(b), inside cover)
- Total enrollment in all four-year colleges is expected to go from 7.129 million to 6.924 million, a decrease of 3% (NCES, 1978(b), p.4), 1976-1986
- Total enrollment in private four-year colleges is expected to decrease from 2.227 million to 2.090 million, or by 6% (NCES, 1978(b), p.4), 1976-86
- Total high school graduates will decrease from 3.153 million to 2.694 million between 1976 and 1986, a decrease of 14.5% (Graph 11)
- Part-time students will increase by 45% for the nation, all colleges, while full-time students will decrease by 1% (NCES, 1978(b), p. 4), from 1976 to 1986
- Total enrollment in the private sector is expected to drop from 2.359 million to 2.250 million, or 5%, from 1976 to 1986 (NCES, 1978(b), p. 4)
- Total enrollment in private two-year colleges will increase from 132,000 to 160,000, an increase of 21% (NCES, 1978(b), p. 24)
- Enrollment of Indian students will increase by about 50% between 1978 and 1990 (Appendix 18)

/From Linnell/

Graph 9. FTE Enrollment Projections, U. S., 1975-2000
Carnegie Council Baseline Series

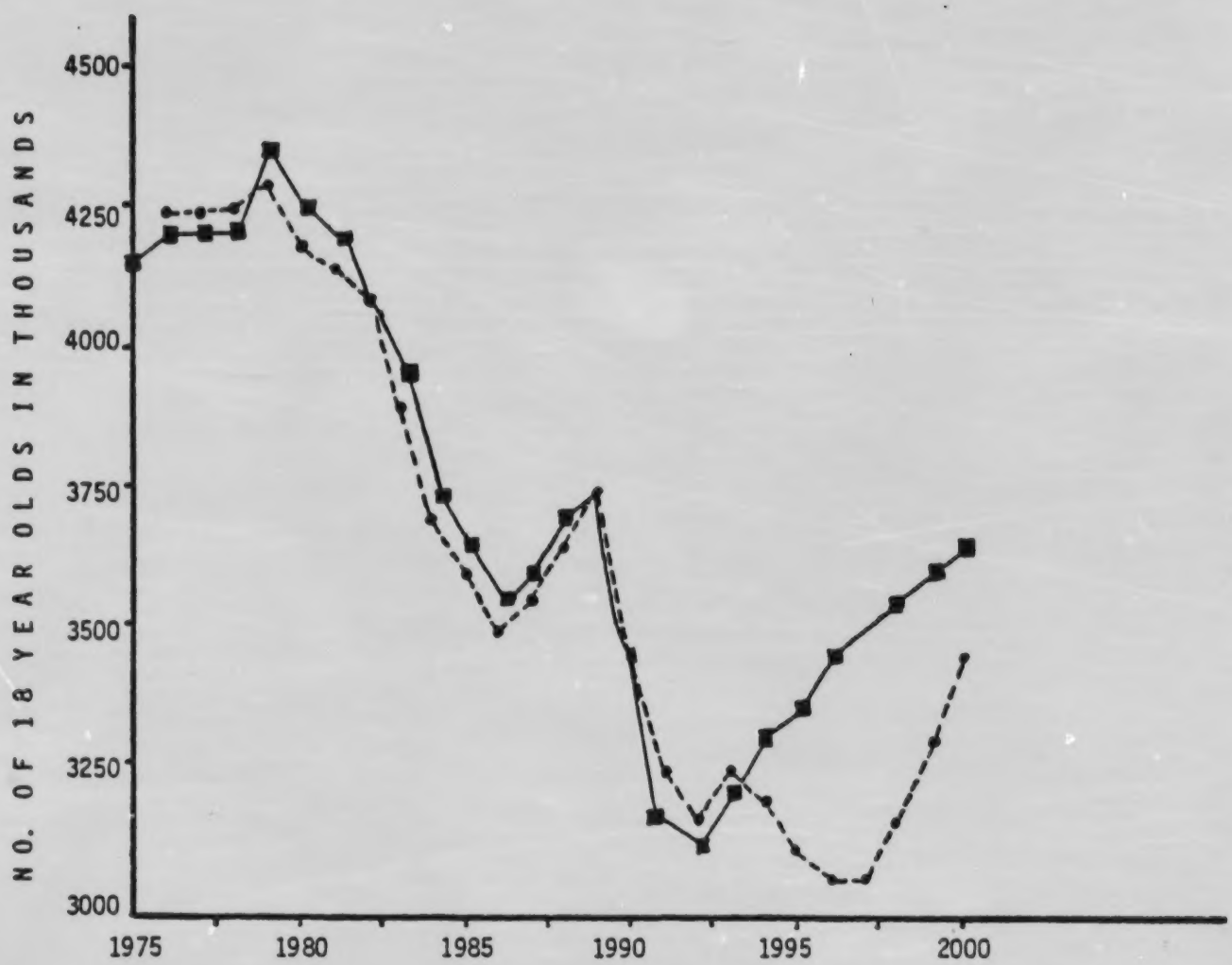


Fernandez, Luis. U.S. Faculty After the Boom: Demographic Projections to 2000.

Carnegie Council on Policy Studies in Higher Education; 1978 April. (Technical Report No. 6).,

Graph 10.

U.S. Census Projections
Number of 18-Year Olds



■ 1973 Projections, Series F after 1992

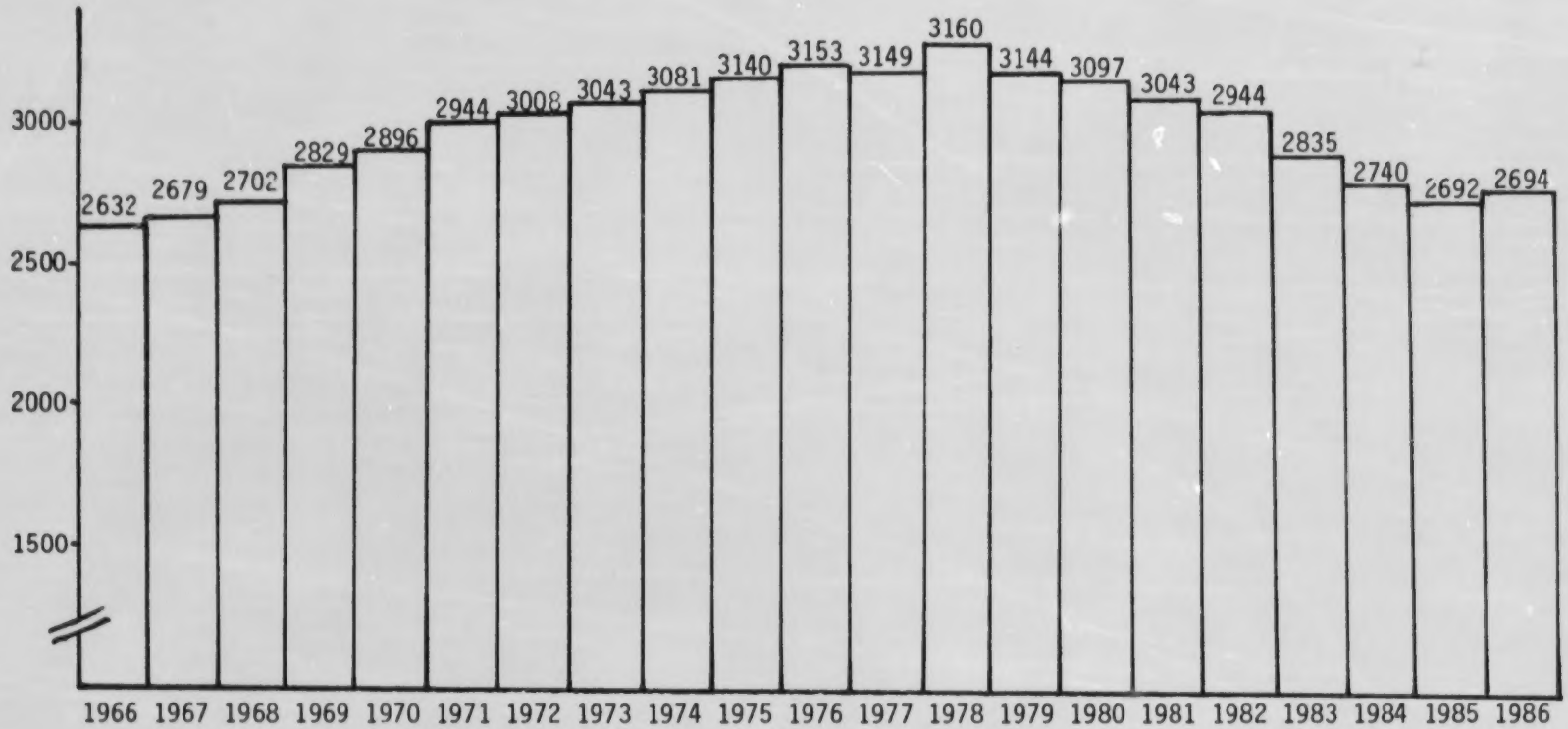
● 1977 Projections, Series III after 1995

/from Line1/

Graph 11.

TRENDS IN HIGH SCHOOL GRADUATES, 1966-1986

(In Thousands)



Source: National Center for Education Statistics, Projections of Education Statistics to 1986-87

Note: Data show graduates of both public and private high schools in the spring of each year (in thousands).

/from Henderson and Plummer/

D. National Oversupply of Faculty and Graduates, 1980-2000

During the period of extensive growth in U. S. higher education, especially in the late 1960's, graduate education of persons trained to be faculty members grew even faster. Many of the graduate departments at large universities are still, in the face of a glut on the market of new doctorates, fighting to keep their enrollments up and produce even more future faculty.

At the present level of production of doctorates, the next two decades will see a great oversupply of potential faculty members. Estimates of the oversupply range from 580,000 persons per year available for 197,000 positions (Abrahamson, p. 13) to 400,000 new doctorates for 80,000 positions for new doctorate hires (Linnell, p. 5).

While there is some disagreement about the actual projections of oversupply, all point to an oversupply on the order of three to five new potential faculty members for every new faculty opening. It is likely that the oversupply will not affect the present salary schedules for most institutions because of internal and external pressures.

Full time equivalent faculty positions are projected to increase about three percent between 1976 and 1986, from a total of 584,000 to 599,000 (NCES, 1978(b)). The number of American Indians receiving doctorates was reported to be 1.2% of the total for 1977 (National Research Council, p. 19), and it is likely that Indian colleges will attract some of the 220 graduates.

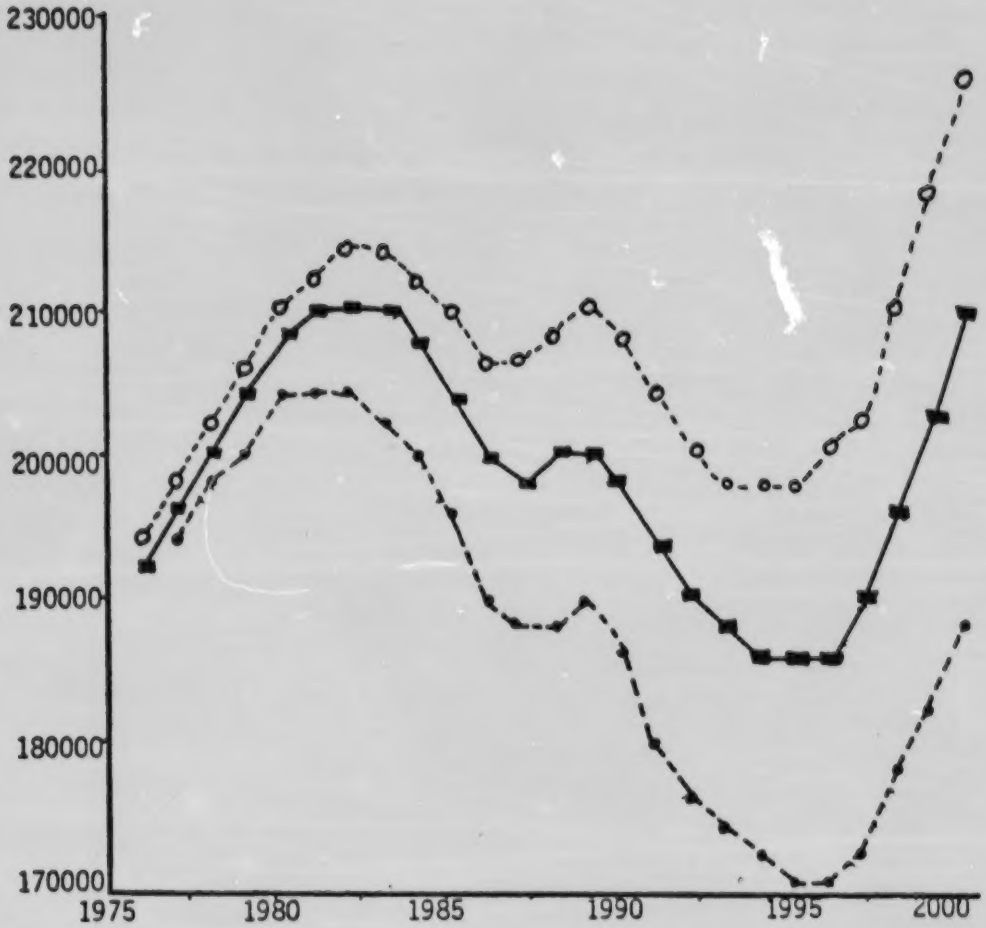
For the liberal arts college, it appears very likely that few fields of study will have problems attracting qualified faculty members. It is likely that the potential faculty members who have been graduating with doctorates in the past several years, great numbers of whom are working in non-teaching positions, and those who will finish doctorates in the next several years, will be waiting for the opportunity to move into college teaching, most of them for the first time. Indians with doctorates will continue to be few.

It has also been reported that the supply of college graduates at the baccalaureate level will be higher than the demand through 1985. According to one projection, there will be a total surplus of some 950,000 during the period of 1974 to 1985 (Rooney, p. 14). Another projection is that there will be some 800,000 surplus college graduates by 1985 (NCCRCU, Overview, p. 0-6).

As the next chapter will point out, however, there is more than likely to be a great undersupply of Indian college graduates during this period.

Graph 12.

Projections of Doctorate Faculty Demand



- "Pro-Cyclical" Projection (Falling Faculty-Student Ratio)
- "No Change" or Baseline Projection (Constant Faculty-Student Ratio)
- "Counter-Cyclical" Projection (Rising Faculty-Student Ratio)

Fernandez, Luis. U.S. Faculty After the Boom: Demographic Projections to 2000. Carnegie Council on Policy Studies in Higher Education; 1978 April. (Technical Report No. 6).

E. The Private College*

In 1979 there are some 3,173 colleges and universities in the U. S., about equally divided between public and private institutions. The private institutions are about equally divided between church-related institutions and non-church-related ones, with church-related insitutions totalling some 780 (NCES, May, 1979, P. 4). Every state except one has one or more private institutions. In 1976-77 private institutions of higher education had a total enrollment of some 2.4 million students, with some 1.2 million students being enrolled in church-related instituions (NCCRCU, p. 0-3), or about half the enrollments of the private sector. And although private institutions enrolled only 23% of the total students, they awarded 34% of all earned degrees in that year, testifying to the success of private colleges in both recruiting and retaining students (NCCRCU, p. 0-2).

Private higher education, while growing more than two-fold from 1950 to 1977, has, however, lost ground to the public sector in terms of percentage of total students enrolled nationally (see next page). During the time private institutions were doubling their total enrollments, public institutions grew more than seven times. And overall projections for the private sector are that as a percentage of total enrollment, it will lose ground for the next six years, losing some 110,000 students overall by 1985, or 5% of total enrollment in Fall 1977.

One source reports some reversal in the loss by the private sector to the public sector in 1976, when the proportion of total enrollment in the public sector decreased slightly, from 78.8% to 78.3% of the total, contributing a slight increase to the private institution (NCES, 1978(c), pp. 2-3). While this is somewhat counter to the projected trends, it will be another few years before it will be clear whether the trend toward increases for public institutions at the expense of private ones will be reversed.

The effects of fewer students in the private institutions have been felt in the 1970's in many ways. The most obvious way, and the most visible, has been the overall loss in the total number of independent colleges. From 1970 to 1978, there was a net loss of some 65 private institutions, with 64 new ones being founded, and 129 closing, with 40 of the 129 closing from 1975 through 1978 (Fadil and Thrift, p. 1). The great majority of the institutions which closed between 1970 and 1975 were liberal arts colleges with below 1,500 students enrolled, with less than university (graduate offering) status, and which were below the average on selectivity using college entrance tests as the base for judgment; some 76% of the closings were in these categories (USGAO, 1978, p.23).

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* Because of statistics and projections from a number of different sources, some figures in this sub-chapter, as well as elsewhere in this report, may not agree with each other. However, the percentage of difference is small, usually less than 2% of totals.

Table 13.

Higher Education Enrollments by Sector
1950-1985

Part A--Public/Private Postsecondary Education Enrollment (Degree-Credit) Growth, 1950-1977*

	Enrollment					Growth**	
		Public		Private			
Year	Total#	Number#	Percent	Number	Percent	Public	Private
1950	2,282	1,140	49.9	1,142	50.1	100	100
1955	2,653	1,476	56.0	1,177	44.0	129	103
1960	3,583	2,116	59.0	1,467	41.0	186	128
1965	5,526	3,624	66.0	1,902	34.0	318	167
1970	7,921	5,800	73.0	2,121	27.0	509	186
1975	9,732	7,426	76.3	2,306	23.7	651	202
1976	10,105	7,756	76.8	2,349	23.2	680	206
1977##	11,200	8,800	78.6	2,400	21.4	772	210

Part B--Projection of Total Enrollment Change For Institutions of Higher Education 1976-1985###(1)

		Public		Private		Growth**	
Year	Total#	Number#	Percent	Number	Percent	Public	Private
1976	11,693	9,298	79.5	2,395	20.5	816	210
1977	12,146	9,716	80.0	2,430	20.0	852	213
1978	12,572	10,118	80.5	2,454	19.5	888	215
1979	12,928	10,464	80.9	2,464	19.1	918	216
1980	13,214	10,747	81.3	2,467	18.7	943	216
1981	13,477	11,012	81.7	2,465	18.3	966	216
1982	13,629+	11,183	82.0	2,467	18.1	981	216
1983	13,643	11,232	82.3	2,411	17.7	985	211
1984	13,524	11,175	82.6	2,349	17.4	980	206
1985	13,360	11,070	82.9	2,290	17.1	971	200

* Source: USGAO, 1978, p. 12
** Index number: 1950 = 100
\# Thousands omitted
Added from NCES, 1978(b)
Source: USGAO, 1978, p. 15
\+ Addition error in original

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(1) Full time equivalent enrollments are decreasing while total enrollments are increasing because of the fact that part-time students are increasing rapidly.

Another highly visible effect has been the slowing in the establishment of new private colleges. During the middle 1960's, there was an average of one college, mostly public two-year, established each week, for a period of a few years (NCCRCU, p. 0-2). From 1975 to 1978, only three new independent institutions were founded (NAICU News, p. 6; Fadil and Thrift, p. 1).

The decrease in enrollment in the private institutions has not been equal in all categories of institutions. The hardest hit were private institutions with enrollments of less than 1,000 students, which decreased on the average from 480 in 1968 to 304 in 1975, an overall average loss of 37% (USGAO, 1978, p. 14). Institutions with enrollments between 1,000 and 2,500 were also affected by the loss of students, but much less so than smaller institutions.

Many private institutions are now having financial problems, most of which can be traced to the loss of students. Too-rapid expansion in the growth period of the 1960's, when many campuses built dormitories, houses for faculty, classroom buildings, and sports facilities, outran the number of students enrolling, so that many campuses now have facilities not being used. In the face of declining enrollments, many colleges raised tuition, further driving students to public institutions, where costs are approximately half the costs at private institutions (USGAO, 1978, pp. i-ii).

The predominant form of existence for private institutions is as four-year baccalaureate programs. The Fall 1976 enrollment for all private institutions shows the following:*

Total enrollment	2,408,792	
Universities	700,360	(29.07%)
Other four-year	1,557,726	(64.67%)
Two-year	150,706	(6.26%)

The most important issue facing most private colleges and universities in the 1980's is the defining of the constituencies which they serve (NCCRCU, p. 0-9). Those institutions which have well-defined constituencies, which are either two-year colleges or comprehensive universities, and which are serving sectors of the population which are growing in numbers, will survive the next decade much better than other types of institutions, notwithstanding the national decrease in student enrollments, if they provide the support and educational services needed by their constituencies.

As the next chapter will make clear, despite the decrease nationally, Bacone's student constituency is the fastest-growing in the nation.

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* Source: NCES, 1978(c), p.2

CHAPTER THREE

NEED

A. Indian College Graduates Today

The Native people of the U. S. are about 100 years behind Black people in higher educational achievement. Black people are in turn at least several decades behind the White population. Table 14 gives the current, most up-to-date information on Indians in the professions.

In 1971 the Ford Foundation, after a survey, reported that there were some 18 Indian people in the U. S. who were doctorate degree holders, out of a population at that time of about 800,000. From 1876 to 1914, there were only 14 Blacks in the nation who earned the doctorate (Winston, p. 689).

In 1969, there were some 35 Indian attorneys in the U. S., according to estimates of the BIA. Today this number is about 150, and it appears that in ten years the number of Indian attorneys may approach 15% of parity.

During the five decades following the establishment of the Black colleges in the U. S., very few of the graduates of these colleges went on to graduate education. Then, in the next two decades, more and more Blacks earned the doctorate, so that between 1930 and 1943, some 317 Blacks earned the doctorate, the great minority of them (40%) in the social sciences, including history. Many of these scholars were following the pattern set by, or were actual students of, such leaders as Dubois, whose work cut across the lines of history and sociology. The history and sociology mix were so strong that of the 40% in the social sciences, 53% were in the fields of history and sociology (Winston, pp. 693-4).

The great issue at the time, and the one to which great numbers of Black scholars applied themselves, was race and its effects on Black people. At the present, for Native people, the great issues appear to be legal rights of Indian tribes, education, health, and economic development, if one judges by the numbers of Indians with degrees in the various fields. Related to the issues of education and economic development is the need for educated Indian people in the various fields of business and management. A survey of the North Central Tribal Leaders Association in 1971 revealed that the five areas of greatest educational need were public administration, business administration, law, economics, and medicine (Locke, 1979).

Because of the scarcity of Indian college graduates today, few new qualified Indian graduates have problems with employment. There are more positions available to Indian graduates than there are Indian persons with education to fill them.

It appears that the field which Indian college undergraduates and graduates are most likely to enter is education (see III. B. (vi), below), because of the need for teachers at both the pre-college and college levels, and because of the role models provided by the Indian teachers now in the professions. While this field is now dominating the number of Indian professionals, and the choices of Indian undergraduates and graduates among fields and disciplines, it appears that there is a need for more diversity in the fields in which Indian undergraduates and graduates are majoring.

In the fields in which there are relatively large numbers of Indian professionals--nursing, psychology, public school teaching, and college teaching--it is fairly certain that most of the practicing professionals are not working in Indian communities or on Indian reservations with Indian people. In the field of medicine, for instance, the Indian Health Service reports that only one percent of the physicians, less than one percent of the dentists, and only about 19 percent of the registered nurses employed (232 out of 1,404) are Indians (Feasibility Study, p. III-7). Indian teachers are a small minority of the 7,000 BIA education employees (Chavers, 1976), and it is probably safe to assume that the majority of the professionally-trained Indian psychologists are on the faculties of colleges and universities. Thus there is a great need for Indian people who are professionally trained to work in the communities of their origin.

Table 14.

AMERICAN INDIANS IN THE PROFESSIONS*

Field of Specialization	U. S. Total	Total Indians	Total Needed For Parity	Percent Of Parity
MEDICINE				
Medical Doctor (MD)	340,000	115	1,560	07
Dentist (DDS)	120,000	6	552	01
Nurse (RN)	835,797	755	3,846	20
Veterinarian (DVM)	30,000	20	140	14
Podiatrist (DPM)	7,120	2	33	06
Pharmacist	125,000	30	573	05
Speech Pathologist	16,000	10	73	14
Optometrist (DO)	19,265	12	88	14
Psychiatrist	25,000	42	115	36
Social Worker	440,000	250	2,018	12
MA in Social Work	?	25	?	?
BUSINESS				
Accountants	868,000	10 (est.)	3,982	00
Computer Specialists	371,000	100 (est.)	1,702	06
1978 MA graduates	30,148	25	138	18
1978 Doctoral graduates	834	0	3	00
ENGINEERING (All fields)				
Bachelor's Degree	1,267,000	140	5,814	02
MA and Ph. D.	19,165	14	52	27
DOCTORATE DEGREE HOLDERS				
(All fields)	600,000	100 (est.)	2,752	04
Psychology (MA & Ph. D.)	50,000	50	229	21
Sociology	?	2	?	?
ATTORNEY	462,000	150 (est.)	2,119	07
TEACHERS				
Public School	3,042,000	3,534	13,954	25
College Faculty	583,216	417	2,675	16
Medical School Faculty	39,330	14	181	08
LIBRARIANS	208,000	61	954	06

* Statistics from the American Assembly of Collegiate Schools of Business, the American Association for the Advancement of Science, the American Association of Colleges of Podiatric Medicine, the American Indian Lawyer Training Program, the American Indian Library Association, the American Library Association, the American Indian/Alaska Native Nurses Association, the American Medical Association, the American Psychiatric Association, the American Psychological Association, the American Sociological Association, the American Speech and Hearing Association, the Association of American Indian Physicians, the Association of American Indian Social Workers, the Ford Foundation, the National Consortium for Graduate Degrees for Minorities in Engineering, the National Education Association, the National Fund for Minority Engineering Students, the National Society of American Indian Engineers, the Navajo Health Authority, the United Indian Development Association, U.S. Census of 1970, U. S. Population Survey of 1976, the U. S. Public Health Service, the U. S. National Center for Education Statistics, the U. S. Scientific Manpower Commission, and the Western Interstate Commission for Higher Education. (Revision 5, 8/79)

B. Indian Communities and Their Needs

(i) Technology

There are many areas of technology now being applied to Indian reservations for the first time which call for persons trained in the appropriate fields. Among these are computer programming and operation, medical technology areas, education and health delivery through orbiting satellites, radio and television broadcasting and receiving to remote areas, and coal and other mining operations. Among the easier programs to develop and teach in the classroom are computer programming and various technical skills in the allied health fields. The cost of establishing departments of engineering is probably too great to attempt, and further, the National Fund for Minority Engineering Students and the National Consortium for Graduate Degrees for Minorities in Engineering are partially addressing the need for American Indian engineers. The National Society of American Indian Engineers is also addressing this shortage. Bacone has implemented a Science Improvement Project this year to motivate students in studying science.

(ii) Energy

Approximately one-fourth of the nation's known coal reserves, and substantial amounts of its uranium (50%), oil, gas, and water resources are located on Indian lands, principally in the West.

Some of the coal reserves have been leased to major energy companies, but still other reserves are yet to be developed. There is a likelihood that some of the reserves yet to be developed will be opened by Indian-operated consortia or tribally-run companies (Washington Post, August 17, 1979).

The possibility of tribally-operated energy development will require some Indian people trained in engineering, some trained in management, others trained in transportation and roadbuilding. Programs especially designed for Native students can add to the national pool of persons trained in energy development.

(iii) Legal Issues and Justice

There are pressures on Indian tribes from a variety of sources which would take away the rights guaranteed to tribes through treaty. In addition, there is a great need for Indian people trained in law and the administration of tribal courts for

the current tribally-operated court systems.

Among the issues are fishing rights, especially along the North Pacific coast, hunting rights in certain parts of the West, zoning rights on reservations which are being sought by local municipalities, religious freedom, water rights and the adjudication of water allotments in the West, land claims and land settlements from Maine to California, education rights, coercive sterilization of Indian women, tax codes and adjudication on reservations, jurisdictional issues of tribes subject to P. L. 280, structure for the management of education, bilingual education, and competency and academic testing.

The list of issues is long and complex because of the unique relationship of Indian tribes to the Federal government, and calls for a variety of persons trained in programs ranging from a few weeks to several years. Legal aides are needed to assist attorneys working on Indian cases. Office workers are needed with short term specialized training as legal secretaries and clerks. Case workers, trained similarly to social workers, are needed to interview and prepare background material for court cases. And legal researchers are needed to provide the background materials for important court cases.

(iv) Forestry

On 57 Indian reservations, timber contributes 25% or more to tribal revenues, and on 11 reservations, timber contributes more than 80% of tribal revenues (Miller). The total worth of Indian timber is some $4 billion, and it is managed by the Federal government through the BIA.

On the reservations in which timber is the main resource, careful management is crucially important to the life of the tribe and the overall well-being of the Indian people on these reservations, as was proven by the tragic experience of the Menominee Tribe of Wisconsin. The Menominee were terminated in the 1960's with little safeguarding of their main resource, timber. Within a few short years, the former reservation, which for a time became Menominee County, was devastated by the lack of health facilities, the mismanagement of timber resources, and other shortcomings (see Shames).

There is a shortage of trained Indian people in natural resource and timber management. Of some 317 professional foresters employed by the BIA, only 21 are Indians (Miller, p. 3), and the

forestry staff is affected by the high turnover which is also common to the Indian Health Service (see Section III. B. (v), below). While the BIA is encouraging young Indian people to enter forestry, there are not enough Indians going into the forestry education programs that are now in operation (Miller, p. 3).

(v) Health

For the future, as with the recent and distant past, a deficit of health professionals is projected for the U. S. Harris and Grede report that the short-term need for allied health workers, excluding nurses, will be 258,000 by 1980, including 93,000 at the baccalaureate level and 105,000 at less than the baccalaureate level (p. 171).

Indian people are affected by this shortage more than any other ethnic group, because of the remoteness of reservations and the undesirable nature of the assignments of non-Indian health workers in Indian country. The Indian Health Service estimates that about 60% of the total service population requirements for dental services are not being met (Feasibility Study, p. III-5). And improvement in Indian health is imperiled by inadequate facilities, shortage of personnel, insufficient support services, lack of access (remoteness, lack of communication and transportation, climate), lack of safe water and sanitary waste disposal, and other factors (Feasibility Study, p. I-2).

A necessary pre-condition to adequate health care for Indian people is personnel. At the present time, according to the Feasibility Report for the American Indian School of Medicine, the following ratios exist for health care professionals (p. 38):

	Indians	Total U. S.
Physicians	1:1,031	1:603
Dentists	1:2,587	1:2,091
Registered Nurses	1:383	1:246

These ratios of health care professionals to populations are based on totals of 538,000 Indians eligible for IHS services, and a total U. S. population of 218,000,000.

The Report further indicates that the total IHS staff is 522 physicians (including 5 Indians), 208 dentists, and 1,404 registered nurses (including 232 Indians). Needed are 371 more physicians (71%),

49 dentists (24%), and 939 registered nurses (75%).

The Indian Health Service currently has some 51 hospitals with a total of 2,607 beds, 99 health care centers with ambulatory care centers, and over 300 health stations and locations (Feasibility Report, p. 28). However, only 29 of the 51 hospitals are accredited by the Joint Commission on Accreditation of Hospitals, and just one of the hospitals has a residency program (Feasibility Report, p. 28).

IHS has a high turnover rate among physicians (27% annually), among dentists (24% annually), and among registered nurses (30% annually). Estimates are that only 20% of the physicians are career IHS staff (Feasibility Study, p. III-8). The remoteness and isolation of the IHS facilities are the main contributing factor. This turnover is among non-Indian staff, mostly. Turnover among Indian staff is low.

Thus there is a need to reduce this high turnover rate, and possibly one of the quickest ways would be to produce physicians from the indigenous populations on Indian reservations, persons who have their roots in the communities. The number of American Indians in medical school increased from a national total of 18 in 1969 to a total of 201 in 1977 (Chronicle of Higher Education, October 2, 1978, p. 6), but the first year enrollments of Indians in medical school reached a high point in 1974 at 71, and declined in 1975 to 43 and in 1976 to 51 (Feasibility Study). And of the 99 medical schools in the U. S., some 44 in 1974 rejected all Indian applicants for entry, with some receiving as many as 24 applications from qualified applicants (Feasibility Report, p. 62).

(vi) Education

After several decades of slow but steady progress, in the late 1960's and the 1970's Indian people have made significant progress in educational achievement.* There are indications that Indian people will approach parity with the total U. S. population in a few areas--percentage of adult high school graduates, number of public school teachers, number of registered nurses, and number of college students. But it is not likely that parity will be achieved for several decades.

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* See also Sections IV. A. and IV. C., below, for information on improvements in educational achievement.

The most important fact about education for Indian people today is the number of elementary and secondary teachers who are Indians (see Table 14). While this total number must be used with caution because (1) the teachers were identified by the Department of Health, Education, and Welfare, which uses a very broad definition of Indian, and (2) most of these teachers are apparently not teaching primarily Indian students, the apparent growth in total number of teachers is impressive. NCES only seven years ago was reporting some 2,300 Indian teachers in the nation, so the current total is a growth of almost 50% in a few years.

Incidental reports indicate that the bulk of these teachers are working in elementary and high school classrooms, with only a few working as administrators and counselors (Oklahoma State University, volume III, p. 20). There are also indications that the bulk of Indian students in the nation are never exposed to an Indian teacher; if every teacher identified by DHEW as Indian were teaching Indian students, only 87,000 of the 300,000 Indian students in the nation would be exposed to an Indian teacher.

Very few Indian people are in the top echelons of the education profession, college and university teaching and research. There were only 49 Native Americans who were members of the American Educational Research Association, the most broadly-based such group, in 1975 (NIE, 1976, p. 49).

So, while nationally the supply of newly qualified teachers exceeded total demand by about 80,000 in 1976 (NCES, "The Condition of Education," 1978, p. 177), there is a shortage of qualified Indian teachers, and this condition is likely to remain for several decades.

At the college level, the number of Indian faculty members and counselors has increased considerably in the past ten years, during a period when some 150 colleges in the nation started new "Indian programs." Many of these faculty members were in the field of education at the elementary and secondary levels, and through earning advanced degrees became eligible and were hired as college faculty.

There is some disagreement about the total number of Indian college faculty. One report gives a total of 1,086 as of 1976, using a very broad definition of Indian, including self-identification (NCES, "The Condition of Education," 1978, p. 194).

Another source, which called for the name of the faculty member as well as the tribe, reported approximately 417 Indian faculty members and counselors at the college level (Locke, 1978).

This survey of some 97 colleges and universities, while not inclusive of the probable universe of some 150 institutions with Indian faculty members, is undoubtedly more accurate.

There is also a great disparity in the distribution of Indian faculty members across the levels of rank, especially for Indian women. While nationally there are 29% of all faculty at or below the rank of instructor (usually a non-tenurable position), for Indian women some 59% are instructors or below and for Indian men, 40% are in non-tenure-track positions.

Sex and Racial/Ethnic Composition
Of Full-Time Faculty in Institutions
Of Higher Education, By Rank: 1976 /Extract/

Rank	Total	Native Male	Native Female
Professor	22%	16%	06%
Associate Professor	22%	19%	13%
Assistant Professor	27%	25%	22%
Instructor (or below)	29%	40%	59%

(Source: NCES, "The Condition of Education," 1978, p. 194.)

There are many other needs of Indian communities for trained and educated persons, some of whom should be indigenous to the community--cultural preservation, tourism (see Appendix 8), business and management, economic development, and agriculture and ranching --which are too voluminous for this report to detail, and for which information is largely not available in the public domain at the national level.

Table 15. Number of Indian Faculty and Counselors, By State, 1977, Higher Education

Alaska	3
Arizona	25
California	64
Colorado	11
Idaho	2
Kansas	9
Massachusetts	0
Michigan	7
Minnesota	26
Montana	18
Nebraska	3
Nevada	3
New Hampshire	5
New Mexico	4
New York	0
North Carolina	1
North Dakota	15
Oklahoma	26
Oregon	2
Pennsylvania	3
South Dakota	14
Utah	3
Virginia	0
Washington	25
Wisconsin	9
	278

278 x 1.50 = 417

Source: Western Interstate Commission on Higher Education, "A Survey of College and University Programs for American Indians." Boulder, CO: the Commission, 1978. Editor: Pat Locke.

C. Existing College Programs for Indians

Locke (1978), in a survey of some 97 colleges in the U. S. with "Indian programs," gathered information on these colleges' Indian Programs' status, their retention record for Indian students, the kinds of services they offered to Indian students, and Indian input into the program, among other things.

Analysis of the data reported revealed the following:

	Yes	No	Pending	Not Applicable	No Response
Indian program established*	52	45	--	--	--
Departmental status	19	62	6	5	5
Under another department	45	39	--	7	6
Degree in Indian Studies available	27	61	--	6	3
Remedial help available	54	33	--	5	5
Indian EOP program existing	27	48	--	5	17

*Based here on having five or more Indian-related courses taught on the campus.

In addition, seven of the colleges reported having an Indian board of control, 30 reported having an advisory committee or council, and 60 made no response to this question. Fifty-three reported having a guidance counselor available to Indian students, 41 of whom were Indian and 12 of whom were not, and 42 reported having no guidance counselor available; two did not respond.

Only five of the 97 colleges reported having all five components of departmental status (or pending), a degree in Indian Studies available, remedial help, an Indian EOP program, and a guidance counselor, and only six reported having four of these services. There were 17 which had three, 31 which had two, 24 which had only one, and 14 with none.

Of those having only one component or service, 11 had a guidance counselor, three had an Indian EOP program, eight had remedial help available, and only one each had departmental status or a degree in Indian Studies.

Of those having two components, the most common was remedial help and a guidance counselor (11), followed by remedial help and an Indian EOP program (7), a department and a guidance counselor (3), a department and remedial help (2), and some other combination (8).

Reported retention rates varied widely, from over 95% to lower than 20%. But 27 of the 97 reported retention rates of 70% or higher, and 15 reported retention rates of 20-69%. There were 55 no responses to this question. The actual numbers were:

Range	Number Reporting In This Range
90% +	8
80-89%	7
70-79%	12
60-69%	4
50-59%	6
40-49%	1
30-39%	1
20-29%	2
10-19%	1
Below 10%	0
	42
No Response	55

The 97 institutions reported a total of 13,686 Indian students, both undergraduate and graduate. Total Indian enrollment at the 27 which reported retention rates of 70% or higher was 4,405, or an average of 163. Subtracting one institution with an enrollment of 1,213, for which other better data indicate a much lower retention rate, as an outlier (see Section IV. C., below), the total is 3,192, or an average of 123. The overall average enrollment of the total 97 is 141; the average enrollment of the 70 institutions reporting either lower than 70% retention or not responding is 133.

The total enrollment of the 15 institutions reporting less than 70% retention is 1,456, or an average of 97 Indian students. Subtracting one institution with an enrollment of 307 as an outlier, the total is 1,149, or an average of 82. Thus it appears that one factor in higher retention is having larger numbers of Indian students at an institution,

or having a "critical mass."

There are other differences between the institutions reporting high and low retention rates. Of the five components (see above), the "high" 27 institutions reported having an average of 2.44 of the components, while the "low" institutions reported having an average of 2.0 components.* And there are differences in the kinds of components which the two groups report having. The "low" institutions report a heavy emphasis on remedial instruction and counseling, and little emphasis on Indian material in the curriculum, while the "high" institutions report a heavier emphasis than the "lows" on Indian courses and less reliance on an Indian EOP program.

Percentage of High Retention and Low Retention Institutions Having Each of Five Components of Indian Programs

	High Retention	Low Retention
Departmental status	33%	7%
Degree in Indian Studies	30	20
Remedial help	48	67
Indian EOP program	11	47
Guidance counselor	44	60

The range of number of components was from none to all five for both the groups, and there was no discernible difference in the patterns between the two, except that the "highs" had more patterns with remedial help and counseling, but only in four colleges; there were also four each which had either all five or none, among the "highs." The colleges among the "highs" with none of the components were large private or public universities with highly selective specialized programs of postgraduate study, with an overall average enrollment of 25 students, in contrast to the non-selective admissions policies of most Indian undergraduate EOP programs.

The most predominant pattern or mix of the five components among

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* With 40 degrees of freedom, t = 2.93, significant at .05 level.

the "lows" was remedial help and an Indian EOP program, although there were only three out of 15 with this pattern. Only one out of 15 had an Indian Studies department.

There was no discernible difference in the type of institution, except for state-supported universities being represented more in the "lows" than in the "highs," and for private four-year colleges being represented more in the "highs" than in the "lows."

Percentage of High Retention and Low Retention Institutions by Type of Institution

	High Retention	Low Retention
Public four-year	30%	27%
Public university	41	53
Private four-year	11	-0-
Private university	11	13
Public two-year	-0-	7
Other	7	-0-

(Because of small totals, the cells having "zero" entries are probably not significantly different from their comparable cells in the other column.)

Because of other considerations (see Section IV. C., below), it is likely that the 27 institutions which reported retention rates of 70% or more were using optimistic estimates rather than actual data. In fact, only one of the 97 institutions, the University of Montana at Missoula, reported actual retention rates by class level, of 40% for freshmen, 50% for sophomores, 70% for juniors, and 75% for seniors, or an overall four-year retention rate of 10.5%. Nevertheless, if one accepts the premise that for every correspondent reporting high estimates there was also another correspondent reporting low estimates, the data should be reliable for establishing differences between the two groups for types of programs, types of institutions, etc.

(The 97 reported by Locke are not totally representative of the total universe of institutions with Indian programs or of those with large Indian student populations. As reported in Section IV. C., below, there are large numbers of Indian students in public and private two-year institutions, which are not well represented in the Locke report,

with only some 19 included. Also, of the 16 tribally-chartered community colleges, only seven are represented.)

Total student body size appears to make little difference between the "highs" and the "lows." The average 1976 Fall total enrollment (Chronicle of Higher Education) for the "highs" was 10,954, and for the "lows" it was 9,826. However, while both groups had wide ranges of totals (highs: 459 to 26,037; lows: 1,435 to 24,021), the "high" group had more institutions with a total enrollment under 5,000 than did the "lows" (40% vs. 27%).

The "highs" tended more than the "lows" to have advisory committees, 52% (14 of 27) compared to 27% (4 of 15).

Thus it appears that there are at least seven differences between the "highs" and the "lows" that are important for retention:

- o Having a "critical mass" of Indian students
- o Having a large number of components, and a wide variety of services for students
- o Having an Indian curriculum program
- o Not having an Indian EOP program
- o Not being a public university
- o Having an advisory committee
- o Being a private four-year college

In addition to the older established colleges with "Indian programs," within the past ten years the total number of Indian colleges, defined as colleges serving predominantly Indian students, has increased to a total of 28 institutions (Table 16). Only four of them were chartered before 1969, and one of the four, Haskell, converted from secondary-school status to junior college status in 1970.

Some 12 of the 28 are chartered by a tribe and primarily serve members of the chartering tribe, six are completely independent corporations and are either fully accredited or are candidates for accreditation, three are operated by the BIA, and one is supported by a state; the remaining six exist only as extension campuses of an established college.

Seventeen of the 28 have some affiliation with another college, and eight are extension centers. Seven are fully accredited, and nine others are candidates for accreditation; the other 12 are in pre-candidate states of development.

Sixteen are members of the American Indian Higher Education Consortium (AIHEC), which provides technical assistance and coordination assistance from its offices in Denver.

Table 16.

SELECTED INFORMATION ON INDIAN COLLEGES IN THE U. S.

Name	Highest Offering	Date of Information	Total Enrollment	Total Indian Enrollment	Percent Indian	Tribes Served	Affiliation
American Indian Satellite Comm. College	Two year	F79	210	200	95	Omaha, Winnebago	N. E. Tech. Comm. Coll.
Bacone College	Two	F78	523	224	48	35	Independent, Amer. Bapt.
Blackfeet Community College	Two	F76	(89)*			Blackfeet	Flathead C. C.
Cheyenne River Community College						Sioux	Northern State College
College of Ganado, The	Two	S79	404	310	78	Hopi, Navajo	Independent
D-Q University	Two	F76	152	80	53	Various	"
Dull Knife Memorial College	Two					Cheyenne	Miles Comm. College
Flaming Rainbow University	Four	F78	380	329	86	Cherokee	Antioch
Fort Berthold College Center		F76	(63)			Mandan, Arikara, Hidatsa	Mary College
Haskell Indian Junior College	Two	S79	950	950	100	103	BIA
Institute of American Indian Arts	Two	F78	156	152	97	63	BIA
Inupiat University of the Arctic	Four	7/79	93	78	85	Eskimo	Independent

( ) = estimate

Table 16, page 2

Name	Highest Offering	Date of Information	Total Enrollment	Total Indian Enrollment	Percent Indian	Tribes Served	Affiliation
Kuskokwim Community College	Two	F79	2,300	?	85	Eskimo, Yupik	University of Alaska
Little Big Horn Community College	Two					Crow	Miles Comm. College
Lummi School of Aquaculture	Two	W79	65	65	100	21	Whatcom Comm. Coll.
Minnesota Chippewa Tribal College	Two	F76	(163)			Chippewa	Bemidji State U.
Native American Educational Services	Four	S79	38	38	100	Various	Antioch
Navajo Community College	Two	S79	1,972	1,619	82	Navajo	Independent
Oglala Sioux Community College	Two	S78	368	320	87	Oglala Sioux	Black Hills State C.
Salish-Kootenai Community College	Two	F76	(89)				Flathead C. C.
Sheldon Jackson College	Four	F78	173	131	75		Independent
Sinte Gleska College Center	Two	S79	400	280	70	Rosebud Sioux	Black Hills State C.
Sisseton-Wahpeton Community College	Two	S78	86	53	62	Sisseton Sioux	U. Minnesota @ Morris

Table 16, page 3

Name	Highest Offering	Date of Information	Total Enrollment	Total Indian Enrollment	Percent Indian	Tribes Served	Affiliation
Southwestern Indian Polytechnic Institute	Two	FY79	400	400	100	Various	BIA
Standing Rock Community College	Two	S78	164	131	80	Sioux	Bismarck J. C.
Turtle Mountain Community College	Two	F78	340	340	100	Chippewa	N. D. State @ Bottineau
United Tribes Educational Technical Center	One	F79	150	150	100	Various	Independent

Table 16, page 4

Name	Funding Sources	FSR	Budget (millions)	Curriculum	Date Established	Total Library Volumes	Control and Accreditation*
American Indian Satellite Community College	State, Local	1:7	.214	Liberal arts, vocational	1973	2,000	1
Bacone College	Multiple	1:11	2.0	Liberal arts	1880	23,000	3
Blackfeet Community College					1976		1, 2, 5
Cheyenne River Community College					1975		1, 2, 5
College of Ganado, The	Multiple	1:15	1.6	Liberal arts, vocational	1970	13,200	3
D-Q University					1971		3
Dull Knife Memorial College					1973		1, 5
Flaming Rainbow University	Tuition only	1:36	.532	Liberal arts	1973		3a
Fort Berthold College Center							1, 3a
Haskell Indian Junior College	BIA	1:12	6.1	Liberal arts, vocational	1970	20,000	3
Institute of American Indian Arts	BIA, HEW	1:4		Arts	1964	18,000	3a

* 1 = Tribally-chartered, 2 = Independent extension, 3 = Independent accredited, 3a = Candidate for accreditation, 4 = State supported, 5 = Extension center

Table 16, page 5

Name	Funding Sources	FSR	Budget (millions)	Curriculum	Date Established	Total Library Volumes	Control and Accreditation
Inupiat University of the Arctic	Multiple	1:12	.826	Liberal arts, vocational	1975	5,000	3a
Kuskokwim Community College	Alaska	1:18	3.2	Liberal arts, vocational	1972	20,000	4
Little Big Horn Community College							1, 5
Little Hoop Community College	BIA, HEW	1:5	0.0	Liberal arts, vocational	1974	410	1, 5
Lummi School of Aquaculture	HEW, NSF, DOL	1:10	.716	Vocational	1973		2
Minnesota Chippewa Tribal College					1978		2
Native American Educational Services	Tuition, small grants	1:10	.12	Liberal arts	1975		3a
Navajo Community College	BIA, HEW	1:8	4.9	Liberal arts, vocational	1969		3
Oglala Sioux Community College	BIA, HEW	1:10	1.2	Liberal arts, vocational	1970	15,000	1, 3a
Salish-Kootenai Community College							2, 5
Sheldon Jackson College	State, Church, Private, Federal	1:9	2.8	Liberal arts, vocational	1878	40,000	3

Table 16, page 6

Name	Funding Sources	FSR	Budget (millions)	Curriculum	Date Established	Total Library Volumes	Control and Accreditation
Sinte Gleska College Center	BIA, HEW, Title III	1:9		Liberal arts, vocational	1970		1, 3a
Sisseton-Wahpeton Community College					1978		1, 5
Southwestern Indian Polytechnic Institute	BIA, HEW	1:11	2.8	Vocational, technical	1971	17,800	3
Standing Rock Community College	BIA, HEW	1:7.5	.3	Liberal arts, vocational	1972	7,000	1, 2
Turtle Mountain Community College	HEW (71%) BIA (15%) Fdn. (14%)	1:34	1.1	Liberal arts, vocational	1972		1, 3a
United Tribes Educational Technical Center	BIA	1:8		Vocational	1968	5,000	3a

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Their total enrollment is approximately 8,634, of which 7,950 is in two-year colleges, and 684 students are enrolled in the four institutions which have four-year programs. The average enrollment in the two-year colleges is 346, and in the four-year colleges the average enrollment is 171. The range of total enrollments for the two-year colleges is from 63 to 1,972, and for the four-year colleges the range is from 38 to 380.

Of the four four-year colleges, two rely exclusively or mainly on student tuition for income, and the other two are located in Alaska and have enrollments of 173 and 93. One is accredited, and the other three are candidates for accreditation.

One of the colleges, which was started in the 1970's, closed in 1979, and is not included on the list. Many of the others are barely surviving, and few have full-fledged college programs. The main source of funding for most of them is through direct grants from either the Developing Institutions program of HEW (13) or from the Bureau of Indian Affiars (8). Only four have multiple sources of funding, two rely on tuition only, and one receives state funds. Apparently only four are receiving funds from private foundations.

Seventeen of the 28 are located on identified reservations, seven are located in Indian communities without trust land or in areas with high concentrations of Indian population, and the other four are located in urban areas with high concentrations of Indian population.

Only seven have an entirely Native or Indian student body, and only 13 have 80% or more Indian students.

The colleges are concentrated in the Northwest (8) and the North Central regions (12), with a secondary concentration in the Southwest (5). There are three in the South Central region, and none in either the Northeast or the Southeast. According to the rank of states in terms of total Indian population, the distribution of the colleges is as indicated on the next page.

1970 Rank of State	Name of State	Number of Indian Colleges
1	Oklahoma	2
2	Arizona	2
3	California	1
4	New Mexico	2
5	Alaska	3
6	North Carolina	-0-
7	Washington	1
8	South Dakota	4
9	New York	-0-
10	Montana	4
11	Minnesota	1
12	Wisconsin	-0-
13	Texas	-0-
14	Michigan	-0-
15	North Dakota	5
16	Oregon	-0-
17	Illinois	1
18	Utah	-0-

In addition to the top-ranked 18 states, Kansas and Nebraska have one college each. (Pembroke State University serves the Lumbee Indians of North Carolina, and has about 22% Indian enrollment. It is state-supported, and from 1887 until the 1950's served primarily Lumbee Indians.)

About 18 of the 28 serve primarily one tribe and/or reservation. Of the largest 15 tribes or confederacies, five have one or more colleges, and ten have no college. In addition to the largest 15, there is one college each serving primarily the following tribes or reservations: Eskimo, Yupik, Winnebago and Omaha, Northern Cheyenne, Crow and Mandan/Arikara/Hidatsa.

1970 Rank of Tribe	Name of Tribe or Confederacy	Number of Indian Colleges
1	Navajo	2
2	Cherokee	1
3	Sioux	7
4	Chippewa	2
5	Pueblo	-0-
6	Lumbee	-0-
7	Choctaw/Houma	-0-
8	Apache	-0-
9	Iroquois	-0-
10	Creek/Alabama/Coushatta	-0-
11	Papago/Pima	-0-
12	Shoshone/Paiute/Chemehuevi	-0-
13	Keresan	-0-
14	Blackfeet	1
15	Zuni	-0-

There were some 42 programs in science in the U. S. in the early 1970's which were serving approximately 1,800 Indian students (see Appendix 9, and Malcom, et alia, 1976). (Since most of these programs, in responding to a survey, did not give exact total numbers of students, the estimate of the total enrollments may be high.) These programs were spending some $5,043,300 of primarily Federal funds for their operation.

The total of 1,800 was 16.9% of the total Indian college student population. If it is true, as it appears to be, that only about 7% of Indian college students aided by the BIA are studying math, science, and engineering (Green, 1977), it appears that the great bulk of the Indian students in the science and engineering fields are off-reservation Indians.

The 42 science programs were located in 21 states, and had an average expenditure of about $2,826.96 per year per student. The leading states were California, with seven projects, Oklahoma with six, Arizona with four, and New Mexico with three. The other 17 states each had one or two projects.

In fiscal year 1978, there were 16 teacher education projects funded by the Office of Indian Education, HEW, under Part B, Subparts F and G of Public Law 92-318. These projects had 65 graduate slots and 853 undergraduate slots, for a total of 918 trainees (OIE, c. 1978). In addition, there are about a dozen teacher education projects funded by the Office of Bilingual Education annually which are aimed at Indian students, with about 500 slots (Office of Bilingual Education, annual). If these projects are continued for the next 15 years at the same level at which they have been funded for the past five or so years, they will produce some 5,000 new teachers in the 20 years, which added to current Indian teachers will probably represent about 50% of parity of Indian teachers with non-Indian teachers nationally when attrition is taken into account. When combined with drain-off into other professions, which is about 30% nationally, the actual parity will be 35% at best (Chavers, 1978).

There are as yet an undetermined number of Indian scholarships available for pre-medical, allied health, and nursing programs for Indian students under the Indian Health Care Improvement Act of 1977. The total numbers of students will be about 500-1,000 in the scholarship program.

There are some 100 scholarships and fellowships annually funded under the Indian Education Act (P. L. 92-318), for Indian students to study for professional degrees in medicine, law, engineering, forestry, and business. And there are about five dozen fellowships, scholarships, and other forms of assistance available through some half-dozen private foundations, including the Donner and Danforth Foundations. The Ford Foundation Fellowship Program for American Indians, which started in

1970, will end in 1980; this program funded some two dozen graduate students each year.

Thus the existing college programs for Indians are meeting only a fraction of the need for educated Indian young people. With the limited resources and programs that a small Indian University would be likely to have, it could not offer the expensive graduate programs in medicine, dentistry, law, and engineering that are needed, but could offer programs in pre-law, pre-medicine, nursing, public health, business, pre-ministry, education, and the less technical and people-oriented fields of languages, social sciences, humanities, mathematics, and the sciences. (See Section IV. C.)

CHAPTER FOUR

THE INDIAN POPULATION

A. The Overall Indian Population

Because of their status as "domestic dependent nations" as determined by the Supreme Court in the 1830's, Indian tribes and their citizens exist in a special relationship to the Federal government. Because of this special relationship (which is similar but at a higher level than the relationship of the states to the Federal government), and because of the relative isolation of most Indian reservations and communities from the greater society, and because of the vulnerability of Indian people under the trust relationship with the central government, Indian people are different in many ways from other citizens of the U. S.

Some of the differences can be easily summarized:

	Indians	Total U. S. Population
Birth rate	30.4/1,000	14.7/1,000
Median age	20.4 years	28 years
Adult high school graduates	33%	52.3%
Median years of education	9.8	12.2
Below poverty level	40%	14.5%
Median income of families	$5,832	$9,590
Living in overcrowded housing	25%	8.5%
Unemployment	37%	5%
College graduates (of total)	1.47%	15%
Infant mortality	19.1/1,000	15.2/1,000
College entrants who graduate	15%	54%
Life expectancy (births in 1950)	60.0 years	68.2 years

Thus the Indian population is younger, poorer, less well educated, and more prone to early death than the total U. S. population. The Indian population also has more children in smaller living quarters with more breadwinners not working.

The total population of Indians in the U. S. in 1970 was 827,103, or about four-tenths of one per cent of the total U. S. population. The 1970 total was a 50% increase over the 1960 total. (U.S. Census, 1973(c))

The present total Indian population is probably 1.1 million, and the

1980 Census may show the total to be over 1.2 million (Feasibility Report, p. 7). In 1970, for the first time, the Census revealed that large numbers of Indians lived in urban areas, about 45% of the total, which was double the number in urban areas in 1960 (U. S. Census, 1970). The actual totals were:

Total Indian population	763,594*#	
Urban	340,367	(44.57%)
Rural nonfarm	375,822	(49.22%)
Rural farm	47,405	(6.21%)

The largest proportion geographically live in the West, with 15.76% living in the West South Central area (Oklahoma, Texas, Arkansas, and Louisiana):*

Region	Total	Percent	Total Male	Total Female
Northeast	45,720	5.99	21,622	24,098
North Central	144,254	18.89	69,852	74,442
South	194,406	25.46	96,555	97,851
West	379,214	49.66	187,355	191,859

The official status of "Indian" applies largely to Indians living on Federal trust land. Urban-dwelling Indians, and tribes and bands which are not officially recognized by the Federal government, have few if any of the rights, duties, responsibilities, and privileges of Federally-recognized tribes. So in addition to the current total of some 550,000 or more members of the 280 tribes recognized by the Federal government and living on reservations, and the current total of over 500,000 urban Indians, must be added the 120,858 members of 133 tribes, bands, and Indian communities which are not recognized by the Federal Government (see AIPRC Final Report), to arrive at the total Indian population.

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* Source: U. S. Census, 1973(b)
\# Excluding Alaska

Table 17.

TOTAL INDIAN POPULATION BY STATE, 1970*

Alabama	2,443	Montana (10) 3.3%	27,130
Alaska (5) 6.1%	16,276	Nebraska	6,624
Arizona (2) 11.6%	95,812	Nevada	7,933
Arkansas	2,014	New Hampshire	361
California (3) 11.0%	91,018	New Jersey	4,706
Colorado	8,836	New Mexico (4) 8.8%	72,788
Connecticut	2,222	New York (9) 3.4%	28,355
Delaware	656	North Carolina (6) 5.4%	44,406
District of Columbia	956	North Dakota (15) 1.7%	14,369
Florida	6,677	Ohio	6,654
Georgia	2,347	Oklahoma (1) 11.9%	98,468
Hawaii	1,126	Oregon (16) 1.6%	13,510
Idaho	6,687	Pennsylvania	5,533
Illinois (17) 1.4%	11,413	Rhode Island	1,390
Indiana	3,887	South Carolina	2,241
Iowa	2,992	South Dakota (8) 3.9%	32,365
Kansas	8,672	Tennessee	2,276
Kentucky	1,531	Texas (13) 2.2%	17,957
Louisiana	5,294	Utah (18) 1.4%	11,273
Maine	2,195	Vermont	229
Maryland	4,239	Virginia	4,853
Massachusetts	4,475	Washington (7) 4.0%	33,386
Michigan (14) 2.0%	16,854	West Virginia	751
Minnesota (11) 2.8%	23,128	Wisconsin (12) 2.3%	18,924
Mississippi	4,113	Wyoming	4,980
Missouri	5,405		

Source: U. S. Bureau of the Census, "We, The First Americans." Washington, DC: U. S. Government Printing Office, 1973.

* Numbers in parentheses are the largest 18 states' rank as a percentage of total Indian population. After number 18, all other states = 15.2%.

Table 18.

AMERICAN INDIAN POPULATION,

BY METROPOLITAN AREA

1970

Metropolitan Area	Number
Los Angeles	24,510
Tulsa	15,520
Oklahoma City	13,030
San Francisco/Oakland	12,210
New York	12,160
Phoenix	11,160
Minneapolis	9,860
Seattle	9,500
Chicago	9,000
Tucson	8,840
San Diego	5,880
Albuquerque	5,840
Detroit	5,680
Dallas	5,020
Denver	4,350
Total	152,560

Source: Bureau of the Census, 1970

/from Feasibility Study/

Northeastern Oklahoma in 1970 had a total of 48,120 Indians in 19 counties with a total population of 877,706, or 5.5% of the total population. Southeastern Oklahoma had a total of 6,738 Indians in a total population of 108,868, or 6.2% Indian. Taken together, Eastern Oklahoma had the second-largest concentration of Indian population in the nation, behind the Navajo reservation. Projections are for the total population of the seven counties around Muskogee to grow between 155.3% and 199.3% by the year 2000, or a maximum population of 381,194 (EODD, 1978), some 20,000 of whom will be Indians.

Urban Indians tend to have lower birth rates, and consequently fewer children under 18 than rural dwelling Indians:*

	Urban	Rural nonfarm	Rural farm
Percent under 18	39.87	49.66	47.83

Overall, 45% of the total U. S. population is under the age of 24, and 58% of the Indian population is under 24 (U. S. Census, 1973(a)).

Urban Indians tend to be concentrated in some two dozen large urban areas which were targeted for relocating Indians by the Bureau in the early 1950's (Table 18). And 71% of all Indians in 1970 were located in only 36 counties of the nation (Table 19).

The median Indian male income is only some 60% of the median income of the total male population, and the median income of the Indian female is about 75% of the median income of the total female population (Graph 20). In Eastern Oklahoma, from 21% to 48% of the total population of counties is below the official U. S. poverty level, and the average is 29% (Table 21). The Indian population is almost certainly higher in percentage of persons below the poverty level than this average, and probably in the neighborhood of 50%.

In 1970 a national average of 32% of all Indians spoke an Indian language as the mother tongue, but on reservations over 58% spoke an Indian mother tongue, while non-reservation Indians had only 22% who spoke an Indian mother tongue (U. S. Census, 1973(b)). A survey in Oklahome conducted in 1975 found that 36% of the Indian adults of the state spoke their tribal language (Hall and Hackbert, p. xvi).

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* Source: U. S. Census, 1973(b).

Table 19.

COUNTIES WITH AN AMERICAN INDIAN POPULATION OF 3,800 OR MORE, BY RANK: 1970 AND 1960

RANK	SELECTED COUNTIES	1970		1960		CHANGE, 1960 to 1970	
		AMERICAN INDIAN POPULATION	PERCENT OF TOTAL POPULATION	AMERICAN INDIAN POPULATION	PERCENT OF TOTAL POPULATION	NUMBER	PERCENT
	Total in the United States.....	792,730	0.4	523,591	0.3	269,139	51.4
	Total in selected counties.....	562,497	0.9	382,403	0.7	180,094	47.1
	Percent of total.....	71.0	...	73.0	...	...	...
1	McKinley, N. Mex.....	26,507	61.3	21,104	56.7	5,403	25.6
2	Robeson, N.C.....	26,486	31.2	26,278	29.5	208	0.8
3	Los Angeles, Calif.....	24,509	0.3	8,109	0.1	16,400	202.2
4	Apache, Ariz.....	23,994	74.3	22,814	75.0	1,180	5.2
5	Navajo, Ariz.....	23,023	48.3	19,324	50.9	3,699	19.1
6	San Juan, N.Mex.....	18,439	35.1	14,212	26.7	4,227	29.7
7	Coconino, Ariz.....	11,996	24.8	11,668	27.9	328	2.8
8	Maricopa, Ariz.....	11,159	1.2	8,136	1.2	3,023	37.2
9	Tulsa, Okla.....	11,041	2.7	4,748	1.4	6,293	132.5
10	Oklahoma, Okla.....	10,341	2.0	5,288	1.2	5,053	95.6
11	Pima, Ariz.....	8,837	2.5	7,307	2.8	1,530	20.9
12	Cook, Ill.....	7,693	0.1	3,695	0.1	3,998	108.2
13	King, Wash.....	7,391	0.6	2,929	0.3	4,462	152.3
14	Shannon, S. Dak.....	7,065	86.2	5,042	84.0	2,023	40.1
15	Sandoval, N. Mex.....	6,796	38.9	5,941	41.8	855	14.4
16	Hennepin, Minn.....	6,722	0.7	2,391	0.3	4,331	181.1
17	Pinal, Ariz.....	6,405	9.4	5,760	9.2	645	11.2
18	Valencia, N. Mex.....	6,080	15.0	5,095	13.0	985	19.3
19	Rolette, N. Dak.....	5,882	50.9	4,641	43.6	1,241	26.7
20	San Diego, Calif.....	5,880	0.4	3,293	0.3	2,587	78.6
21	Bernalillo, N. Mex.....	5,839	1.8	3,378	1.3	2,461	72.9
22	Alameda, Calif.....	5,688	0.5	1,688	0.2	4,000	237.0
23	San Juan, Utah.....	4,740	49.3	2,668	29.5	2,072	77.7

RANK	SELECTED COUNTIES	1970 AMERICAN INDIAN POPULATION	1970 PERCENT OF TOTAL POPULATION	1960 AMERICAN INDIAN POPULATION	1960 PERCENT OF TOTAL POPULATION	CHANGE 1960 to 1970 NUMBER	CHANGE 1960 to 1970 PERCENT
24	Dallas Texas.....	4,629	0.3	1,638	0.2	2,991	182.6
25	Todd, S. Dak.....	4,600	69.6	2,718	58.3	1,882	69.2
26	Gila, Ariz.....	4,591	15.7	3,513	13.6	1,078	30.7
27	Glacier, Mont.....	4,576	42.4	4,337	37.5	239	5.5
28	Wayne, Mich.....	4,419	0.2	1,869	0.7	2,550	136.4
29	Cherokee, Okla.....	4,418	19.1	3,159	17.8	1,259	39.9
30	Adair, Okla.....	4,150	27.4	3,055	23.3	1,095	35.8
31	Caddo, Okla.....	4,080	14.1	3,098	10.8	982	31.7
32	Santa Clara, Calif.....	4,048	0.4	705	0.1	3,343	474.2
33	Erie, N.Y.....	3,975	0.4	3,495	0.3	480	13.7
34	Orange, Calif.....	3,920	0.3	730	0.1	3,190	437.0
35	Big Horn, Mont.....	3,917	38.9	3,334	33.3	583	17.5
36	Yakima, Wash.....	3,882	2.7	3,807	2.6	75	2.0

Source: 1970 Census, Volume PC(S1)-104

Urban Indians tend to be more highly educated than reservation Indians. In 1970, urban Indians had completed more years of school and had more high school graduates per population unit:*

	Total	Urban	Rural Nonfarm	Rural Farm
Median number of years completed	9.8	11.2	8.7	8.4
Percent high school graduates	33.3	43.5	24.2	21.7

Other data (see Table 26) show a rapid increase in levels of educational achievement among Native people (U. S. Commission on Civil Rights, 1978). There is reason to believe that, while the increase may not be as rapid as the Civil Rights data indicate, it is the most rapid at any time in history for Indian and Native people (Chavers, 1979).

The absolute number of adult Indians (25 and older) with four or more years of college in 1970 was 12,195, or 1.47% of the total Indian population. This is just slightly less than 10% of parity with the total U. S. population, which had 15% of adults with four or more years (U. S. Census, 1973(a)).

The percent of high school graduates and the median number of school years completed are not distributed evenly among the various tribes. Some tribes are very low compared to the U. S. population, while others are close to parity (Tables 22 and 23). And since some of the largest tribes are at the low end of the range, there is a tendency to mask the fact that more tribes are represented at the high end of the range on both high school graduates and median years of school completed. At the low end of the range, in the tribes heavily represented in the BIA schools, Sahmaunt reported that 17% of the parents of the students in BIA schools had no formal education, and that 33% have less than an eighth grade education (1979, p. 3), for a total of 50% with an eighth grade education or less.

Some 43%, or 320,199 Indian and Native people, are members of the Christian community. These Christian people belong to some 2,048 churches and chapels, with the largest number being Roman Catholics. Among the 13

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* Source: U. S. Census, 1973(b).

Graph 20.

Median Income of Persons 16 Years Old and Over of the Total and Indian Populations, for the United States: 1970

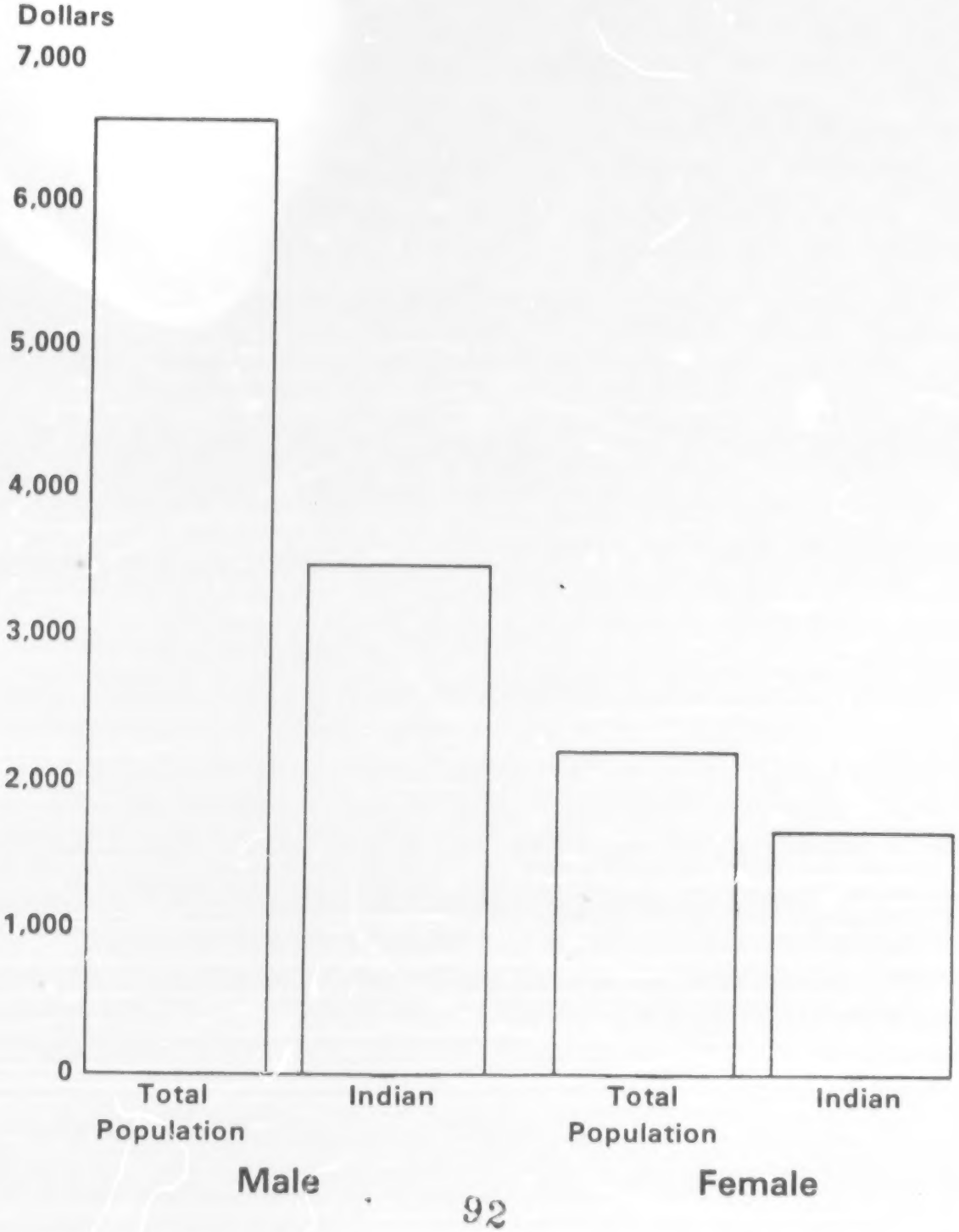

Table 21.

INCOME AND POVERTY LEVELS
OF PERSONS IN EODD-1970

Governmental Agency	Population	Per Capita Income	Median Income	Persons Below Poverty Level	Percent
Adair County	15,141	1,572	3,997	7,100	47.80
Cherokee County	23,174	1,845	4,870	6,874	32.50
McIntosh County	12,472	1,759	4,705	4,020	33.10
Muskogee County	59,545	2,306	6,554	15,184	26.10
Okmulgee County	35,358	2,075	6,060	9,650	28.40
Sequoyah County	23,370	1,710	5,433	7,588	32.90
Wagoner County	22,163	2,292	7,257	4,784	21.70
Total	191,220	13,559	38,876	55,200	28.87
Average		1,937	5,553		
State	2,599,229	2,057	6,102	464,931	18.80

Source: U. S. Census, 1973(a)

Protestant denominations with the largest Indian memberships, Southern Baptists have the largest number, followed by Episcopalians. American Baptists have the lowest number of both regular communicants and baptized members (Beaver, pp. 18, 32-3, 53-8).

As of 1974, there were only 532 ordained Indians in the 1,511 Protestant Indian churches, 520 men and 12 women. Of the 249 Baptist ministers, only 10 had graduated from a seminary, and there were only three or four students in seminary (Beaver, p.41). Most Indian churches are therefore pastored by a lay minister or by a non-Indian missionary.

Church Statistics*

Churches and Societies	Churches & Chapels	Regular Attenders & Communicants	Community/ Baptized Members
Orthodox Church	83	20,000	22,000
Protestant			
Denominations	1,280	79,297	109,748
Societies	67	1,937	2,800
Independent churches	164	6,950	8,000
Totals	1,511	88,166	120,548
Roman Catholic Church	454	---	177,651
GRAND TOTALS	2,048	---	320,199

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* Source: Beaver

Church Statistics (Continued)*

Denominations With 1,000 Or More Communicant Members	Regular Attenders & Communicants	Community/ Baptized Members
American Baptist Churches	1,000	1,200
Assembly of God	2,980	3,330
Church of the Nazarene	1,557	2,652
Episcopal Church	10,364	19,674
American Lutheran Church	1,758	2,603
Wisconsin Ev. Lutheran Synod	1,160	3,095
Orthodox Church of America	20,000	22,000
Pentecostal Church of God	1,980	2,200
Roman Catholic Church	---	177,651
Southern Baptist Convention	28,577	36,000
United Church of Christ	1,083	1,350
United Methodist Church	11,969	14,360
United Presbyterian Church	6,826	8,190

Cook Christian Training School reports that there are fewer than 50 Indian seminary students nationally out of some 30,000 total, and that most Indian ministers are over 50 years of age (Cook, n.d.)

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* Source: Beaver

Table 22.

AMERICAN INDIANS 25 YEARS OLD AND OVER

Percent High School Graduates*, 1970, Selected Tribes

Tribe	Per Cent
Navajo	18.8
Lumbee	19.0
Papago	20.7
Apache	23.3
Ute	25.9
Chippewa	29.6
Mohawk	32.9
Sioux	33.5
Menominee	33.7
Tanoan	33.8
Oneida	33.8
Cheyenne	34.7
Shoshone	34.7
Zuni	34.9
Yakima	35.6
Keresan	37.1
Choctaw	37.1
Onandaga	37.2
Cherokee	37.7
Tlingit	37.8
All other	38.5
Blackfeet	38.7
Seminole	40.5
Creek	41.2
Chickasaw	41.9
Seneca	42.3
Hopi	44.0
Comanche	49.6
Osage	51.9
Kiowa	52.0

* U. S. Department of Commerce, Bureau of the Census, 1970 Census Subject Report, Volume PC (2)-1F, "American Indians."

Table 23.

AMERICAN INDIANS 25 YEARS OLD AND OVER

Median School Years Completed*, 1970, Selected Tribes

Tribe	Median
Navajo	5.3
Lumbee	8.2
Papago	8.3
Apache	8.9
Ute	9.2
Chippewa	9.9
Tanoan	10.0
Yuman	10.0
Choctaw	10.1
Sioux	10.2
Oneida	10.2
Mohawk	10.3
Shoshone	10.3
Cherokee	10.4
Keresan	10.4
Cheyenne	10.4
Seminole	10.5
Menominee	10.5
Onandago	10.6
Zuni	10.6
Yakima	10.6
Tlingit	10.6
Potawatomi	10.7
All other	10.7
Creek	10.8
Chicasaw	10.9
Blackfeet	10.9
Seneca	11.1
Hopi	11.3
Comanche	12.0
Kiowa	12.1
Osage	12.1

*U.S. Department of Commerce, Bureau of the Census,
1970 Census Subject Report, Volume PC(2)-1F, "American Indians"

B. The Indian High School Student

The estimates of the number of school-age Indian children range from 330,000 (Office of Indian Education, HEW, 1976, p. I-1) to 220,000 (see Appendix 4)* Over 70% of these students are enrolled in public schools, a little over 20% are enrolled in schools operated by the Federal government through the Bureau of Indian Affairs, and about 5% are enrolled in schools operated by missionary organizations and societies. Over 18,000 will be 18 years old in 1979 (see Appendix 18).

While the OIE data show some states with no Indian enrollment, it is safe to say that all states have some Indian children enrolled in school (see Graph 24). Oklahoma, California, Arizona, and New Mexico account for almost half the total, with Washington, Oregon, Montana, Minnesota, Michigan, and South Dakota accounting for another sixth, or ten states having two-thirds of the total.

Although there are many exceptions, the tendency is for the BIA schools to enroll mostly full-bloods, and for the public schools to enroll mostly mixed-bloods. This is in line with a policy of the Federal Indian administration in effect since the 1890's of enrolling Indian children in public schools where possible, despite many treaties calling for provision of education by the Federal government (see Kappler).

Some 70% of the students in Federal schools are dropouts from public schools, which allegedly cannot meet the special educational and social needs of Indian students (Sahmaunt, p. 3). Thus the Federal schools currently are serving a last-resort role for students unable to adjust to integrated public schools, a different role than these schools had 20 years ago, which was serving Indian students without access to public schools (Graph 25).

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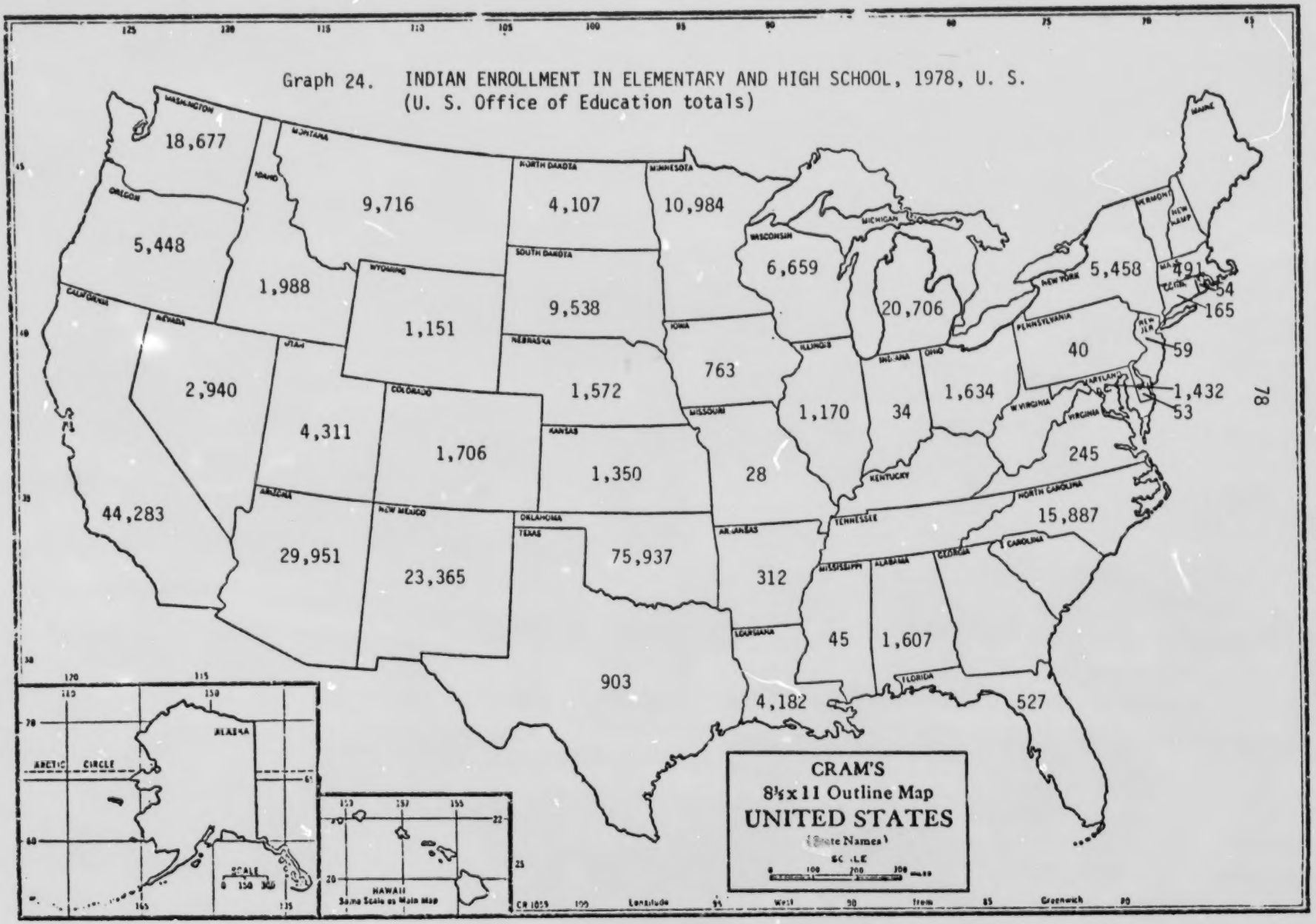
* Estimates of Indian populations vary widely, depending on the estimator, the use of the data, and the definition of Indian used. NCES and Census data reported herein use self-identification to determine who is Indian, leading to a very liberal definition of Indian, while the BIA at the other extreme uses one-quarter blood or more and being officially enrolled with a recognized tribe, leading to a conservative definition. The NCES/Census definition affords no control over those who are not Indian but who identify themselves as such. Most of the NCES data are collected from college registrars, who in turn rely on student survey cards, which are for the most part self-administered.

Graph 24. INDIAN ENROLLMENT IN ELEMENTARY AND HIGH SCHOOL, 1978, U. S.
(U. S. Office of Education totals)



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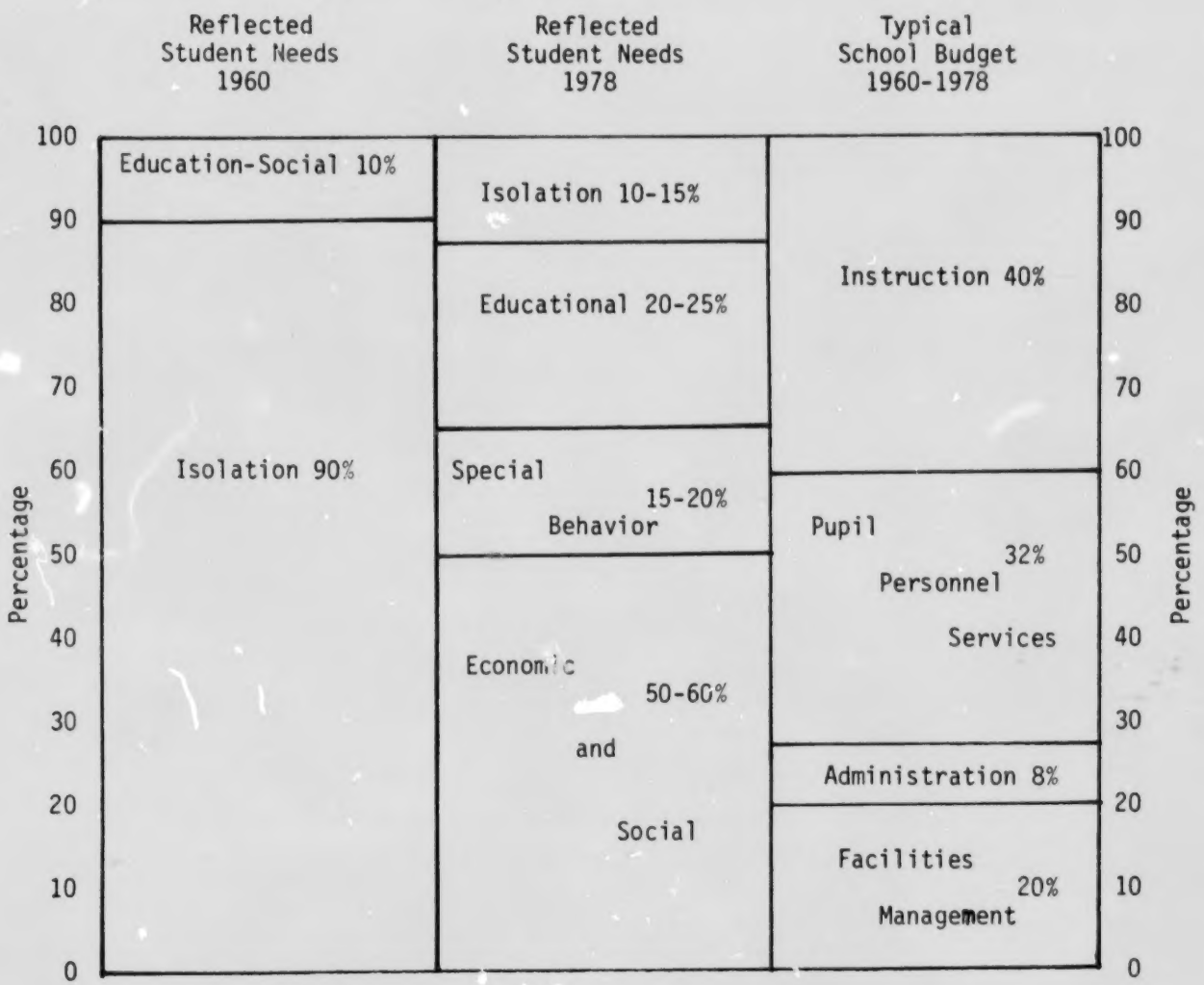
MAP NO. C01—UNITED STATES (STATE NAMES)

Graph 25.

STUDENT PROFILE, SURVEY OF OFF-RESERVATION RESIDENTIAL SCHOOLS, SUMMER 1978



/From Sahmaunt, 1979/

Of the Indian students in public schools, some 120,000 or more are being served by funding through the Bureau of Indian Affairs' Johnson-O'Malley program (Appendix 4), which provides funds to school districts serving Indian students in lieu of taxation on Federal trust land.

The role of the Federal schools is decreasing over time, as evidenced by the steady decrease in the number of schools being operated by the BIA (Appendix 4). In time, the great majority of Indian students will be in public schools.

The completion rate in Federal schools is low, and is decreasing (see Appendix 4). As the Bureau serves more and more students with special problems and needs, its success declines. The percentage of twelfth graders finishing per year has decreased by 15% or more in the past ten years.

While completion rates for Indian students in BIA schools is declining, the national completion rate for high school is apparently increasing dramatically (Table 26). While the data must be treated with suspicion (see this Section, supra), there is reason to believe that the trend for percentage of Indian adults who are high school graduates is toward rapid increases since 1960.

Federal schools, by contrast, have a dropout rate annually of about 35% (Graph 27), which if annualized over four years is probably less than 20% completion, but which must be adjusted for the fact that the BIA schools have a high turnover rate of students transferring in from public schools, and transferring back into public schools after leaving the Federal schools.

There is relatively little data on dropout rates for Indian high school students, and there are probably large differences among states, among tribes, among regions, and so on. The data that are available through longitudinal studies or population surveys suggest that the national rate is about 40%, and that this rate had not changed from the middle of the 1960's to the middle of the 1970's, indicating stability in the dropout rate, contrary to the indication of Table 26.

There are at least seven studies which gathered data on Indian dropouts. One of these used national data for BIA students for one year, 1967 (Kennedy), another used cross-sectional data for 1971 through 1975, with different cohort groups (Oklahoma State University), another used a survey of the adult Indian population of the state in 1975 (Hall and Hackbert), and the other four used longitudinal studies of

Table 26.

High School Completion

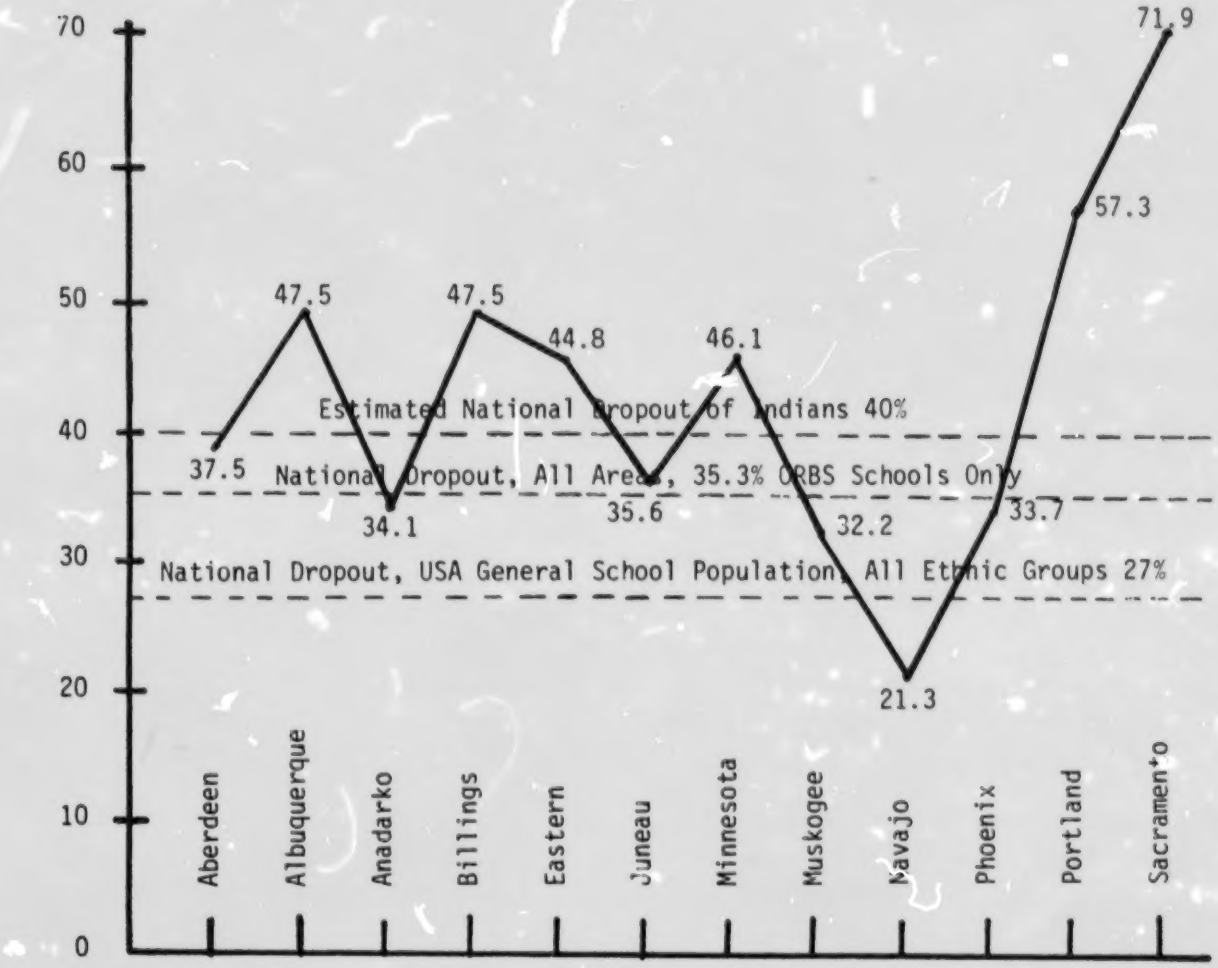
	Raw Measure [a]			Social Indicator Values [b] (Ratios of raw measures to the majority male population)		
	1960	1970	1976	1960	1970	1976
Males						
Amer. Ind./Alask. Nat.	33	58	70	.48	.70	.80[c]
Blacks	41	59	74	.59	.71	.85
Mexican Americans	34	55	64	.49	.66	.74
Japanese Americans	89	94	98	1.29	1.13	1.13
Chinese Americans	84	90	88	1.22	1.08	1.01
Pilipino Americans	81	77	81	1.17	.93	.93
Puerto Ricans	24	44	68	.35	.53	.78
Majority	69	83	87	1.00	1.00	1.00
Females						
Amer. Ind./Alask. Nat.	29	56	58	.42	.67	.67
Blacks	42	62	74	.61	.75	.85
Mexican Americans	35	51	58	.51	.61	.67
Japanese Americans	84	94	99	1.22	1.13	1.14
Chinese Americans	82	88	90	1.19	1.06	1.03
Pilipino Americans	76	84	78	1.10	1.01	.90
Puerto Ricans	24	42	60	.35	.51	.69
Majority	70	82	86	1.01	.99	.99

[a] The percentage of persons from 20 to 24 years of age who have completed 12 or more years of school.
[b] See figure 2.3 for a graphic representation of the indicator values that appear in this table.
[c] Bold type indicates that the difference between this value and the majority benchmark is statistically significant at the 0.10 level. See appendix C for sampling information and data source.

[c] This can be interpreted as follows: "In 1976 the high school completion rate for American Indian and Alaskan Native males was 80 percent of (or 20 percent below) the completion rate for majority males."

/from U. S. Commission on Civil Rights/

Graph 27. DROPOUTS FROM OFF-RESERVATION RESIDENTIAL SCHOOLS BY AREA OFFICE, SCHOOL YEAR 77-78, SUMMER SURVEY, 1978 /BIA/



	Aberdeen	Albuquerque	Anadarko	Billings	Eastern	Juneau	Minnesota	Muskogee	Navajo	Phoenix	Portland	Sacramento
Total Number	629	124	422	526	58	409	405	341	1558	2342	361	121
Total Dropped	236	59	114	250	26	146	187	110	333	791	207	87

AREA OFFICE

Source: Sahmaunt, 1979

of cohort groups over time. In terms of accuracy of findings, longitudinal studies are best, cross-sectional studies next best, and population surveys the least accurate of the three.*

Summary of Seven Studies of Indian
High School Student Dropout Rates

Study**	Dropout Rate	Area	Indian Population Rank	Year Done
Kennedy Report	40%	National	---	1967
Southwest Lab	42%***	Southwest	High	c. 1967
Northwest Lab	42%***	Northwest	High	c. 1967
Okla. State University	45%	Oklahoma	1	1975
Stoughton and Grady	64%	Arizona	2	1977
Stoughton and Grady	35%	New Mexico	4	1977
Hall and Hackbert	51%	Oklahoma	1	1975

With the exception of the Stoughton and Grady study in Arizona, the studies report rates of about 40%; the Hall and Hackbert study included Indian adults as old as 100 years, and consequently is not representative of the rate of the recent past. For adults between the ages of 26 and 45, the average rate Hall and Hackbert report is about 42%. (For adults between the ages of 46 and 75, the rates ranged from 55% to 75%, decreasing as age decreases.)

For BIA schools, the dropout rate is high from eighth grade through ninth grade, drops off in the tenth and eleventh grades, and then is higher in the twelfth grade. The reason for the high rate in the early high school years is that most of the students are away from home for the first time, in boarding schools, and in the twelfth grade the main reason is social pressure, to be Indian and drop out or not be Indian and finish (Falling).

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* Longitudinal studies follow individuals over time, with data gathered each year; cross-sectional studies look at all persons in a certain role (e.g., high school student) over time but do not follow individual persons; and surveys of population gather data from a total population or a sample of a population during a short time period.

** See bibiliography for exact references.

*** Combined rate; the actual rates reported by each study varied by a few percentage points.

C. The Indian College Student

It has already been mentioned that population statistics on Indians vary widely (see footnote in Section IV. B), and that there is relatively little reliable data available (Langone). Therefore, data that are used must be treated with caution, and interpreted in the light of the definition of "Indian" that is used, the method of gathering data, the ways the data were analyzed, and the nature of the agency collecting the data.

The NCES totals for Indian college students in 1976 (NCES, 1978 (c)) and the Office of Civil Rights data for the same year (Chronicle of Higher Education) both indicate that the total of Indian college students was about 75,000 in that year. Both of these reports, from government agencies with vested interests in advancing equal educational opportunity and affirmative action in the employment of the disadvantaged, collected information on each campus from the office of the registrar, and both used a very liberal definition of Indian (NCES, 1978(c), p. 192). The liberal definition, and the fact that the institutions may want to appear to be making progress in recruiting minorities so as not to jeopardize their Federal funds, means in effect that the data-gathering agency and the institutions are silently collaborating to greatly inflate their estimates of Indian students.

In the California State University and College system, for instance, the seven campuses which are reported both in the Locke survey and the Chronicle article differ greatly, with the Locke data showing a total of 592 undergraduates and the Chronicle data showing a total of 1,379, or 233% more than Locke. If this ratio is true for the nation, data gathered from Indian program faculty and counselors as Locke did would show a total of some 32,000 nationally, rather than the 75,000 reported by NCES and OCR.

Estimating the national total of Indian college students another way yields similar results. Assuming the accuracy of the Locke data and the data reported in Table 16, and subtracting out the eight colleges from the Locke total which are also included in Table 16, it appears that the colleges surveyed by Locke, primarily well-established liberal arts colleges and universities, are serving a total of some 11,331 Indian students, 9,689 at the undergraduate level, 757 at the graduate level, and 885 in extension courses and special programs. This total added to the Indian college total of 8,634 yields some 19,965 Indian students at 116 campuses. Projecting the average Indian student enrollment at these campuses of 172.11206 to the probable universe of some 150 campuses in the nation with substantial Indian student enrollment gives a total of 25,817, and with an estimate of some 5,000 to 8,000 on other campuses the national total would then be about 31,000 to 34,000, fairly close to the total using the ratio of 2.33 to one.

(A comparison of the data in Table 29 and the data in Appendix 18 with these totals and the data presented in Graph 28 reveals that only about half the total U. S. Indian student enrollment in higher education is students assisted under the BIA grants and loan program. For the three years for which data are available for comparison, 1970, 1972, and 1976, the percentage of total Indian students assisted by BIA are 30.09, 54.08, and 46.875, respectively. Locke presents some evidence in an article on "Urban Communities" (forthcoming) that the trend toward urbanization may reverse in a few years, because of housing on reservations becoming available, the search for "roots," and other factors (Locke, 1979). For Bacone, which serves predominantly reservation-dwelling Indian students, the projections in Appendix 18 are the most likely "pool" of students.)

Projecting the ratio of graduate students in the Locke survey to a total of 32,000 for the nation gives an estimate of 2,135 Indian graduate students, or 6.67% of the total, compared to a percentage of 14.25% of all students in higher education reported to be in post-baccalaureate programs (NCES, 1978(c)). The projection for Indian students in extension courses and special programs for the Locke survey gives a total of 2,496, or 7.8%. The remainder for undergraduates is 27,369, or 85.53%, which compares favorably with the national percentage of 85.72% (NCES, 1978(c)).

There are about 29.1 million Blacks, Mexican-Americans, Puerto Ricans, Native Americans, and other ethnic minorities in the U. S., or about 13.35% of the total population (Parade). All these minority groups have less than parity in terms of percentage of population enrolled in higher education (see Graph 6) compared to U. S. total population, with Hispanics and Native Americans at less than half of parity. Thus for both Hispanics and Native Americans, the total number of college students would have to more than double to achieve parity, and when birth rate for the next decade is taken into account, for Native Americans the total number would have to more than triple, to some 107,000 total enrollment in higher education in 1990 (Appendix 18), to reach parity.

Most of the growth in U. S. higher education enrollments from 1965 to 1975 was in two-year colleges, which went from 20% of all students to 34% of all students (Trend Reports). This trend is evident when comparing the Fall 1976 full-time enrollment totals by type of institution (NCES, Condition, 1978, p. 118). (See comparison chart on next page.)

According to the inflated NCES data, which is all that is available on a national level, Indian students are overrepresented in two-year colleges, and in public institutions. In private universities (not shown) Indian and Hispanic students have about half of parity with Whites, while Blacks have about two-thirds of parity. Thus, the more

selective the institution, the fewer Indian students it enrolls. Some 53% of the total full-time Indian students are men, and 47% are women.

	White	Black	Hispanic	Indian/ Native
University	32.5%	16.3%	19.4%	22.0%
Other Four-year	44.4	50.1	39.2	35.4
Two-year	23.1	33.6	41.4	42.6
All Public	74.0	86.5	75.6	91.7
All Private	26.0	13.5	24.4	8.3

One reason for the high enrollment of Indians in two-year colleges is the existence of the 23 Indian two-year colleges, 22 of which have been established since 1969 (see Section III. C).

A large percentage of Indian college students are married, some 31% by one estimate (IERC, p. 11), and 45% by another estimate (BIA Statistics, 1973, p. 38). Almost half are full-bloods, and about 60% are three-quarters or more (IERC, p. 7). About a quarter speak a Native language as the mother tongue (IERC, p. 14), about 5% fewer than the national percentage for all Indians (see Section IV. A).

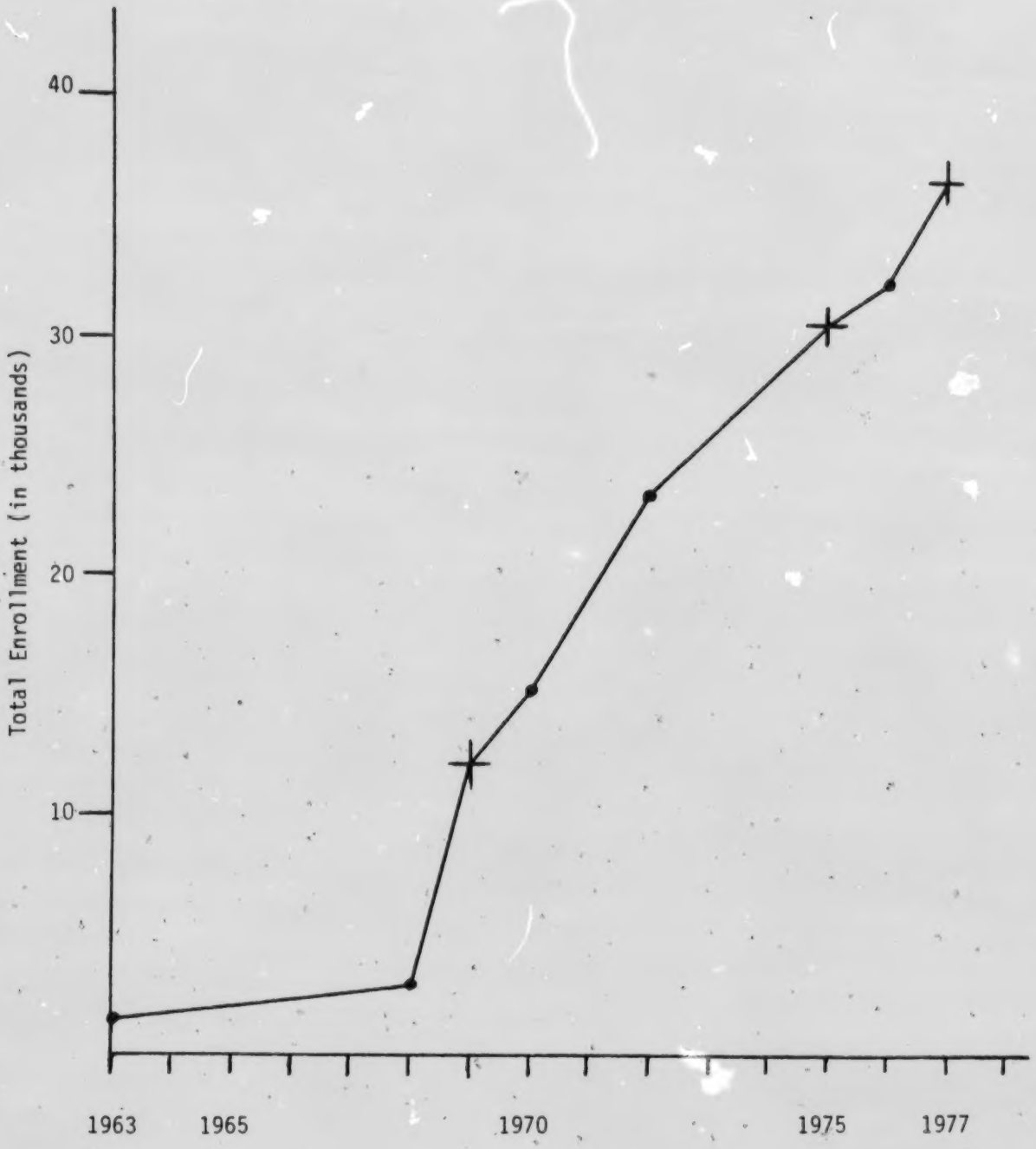
Indian students, as well as all other potential college students, are likely to be more intensively recruited in the future as the result of the general decrease in the national pool of students of college age (Dunlap, p. 4), adding to the cost of overhead for colleges and universities, but opening up more options in higher education for underrepresented groups.

In 1976, the greatest concentration of Indian students was in the Southwest, with 47.97%, followed by the South Central region with 19.43%, the Northwest region with 15.29%, and the North Central region with 12.45%. The Southeast had 4.40%, and the Northeast had .46% (Chronicle of Higher Education).

From 1963 to 1977, the growth in Indian students enrolled in college was about 2600%, with most of the growth occurring between 1969 and 1977 (Graph 28). One of the main reasons for the growth in student enrollment was the growth in funds for financial aid in the BIA higher education grant program (Table 29), but the substantial growth in these funds followed the start of substantial growth in total enrollment by two years (1969 to 1971), suggesting that the initial growth was spurred by the beginning of the Federal financial aid program on a national level in 1966.

Graph 28.

COLLEGE ENROLLMENT
OF NATIVE AMERICANS, 1963-1977
United States



Note: 1963 and 1968 are BIA totals only; other years are national totals.

Table 29. Expenditures of the BIA Higher Education Grants Program, 1963-1980

Fiscal Year	Number of Grants*	Average Amount	Total Funds	Total Graduates
1963	1,400	Unknown	$ 56,000	Unknown
1964	---	---	---	---
1965	---	---	---	---
1966	---	---	---	---
1967	2,358	$ 811	$ 1,913,320	Unknown
1968	2,669	859	2,296,009	181
1969	3,432	868	2,978,976	Unknown
1970	4,271	901	3,848,000	Unknown
1971	6,623	921	6,098,000	Unknown
1972	12,438	1,226	15,248,000	580
1973	13,558	1,546	20,956,000	770
1974	13,500	1,671	22,556,000	Unknown
1975	14,256	2,003	31,045,000	1,497
1976	15,000	2,070	33,119,000	1,398
1977	17,000	2,104	35,768,500	Unknown
1978	20,000	1,883	37,663,000	Unknown
1979	20,000	Unk.	34,824,000	Unknown
1980	---	---	27,000,000	---

* Includes both undergraduates and graduates.

The increase cannot be accounted for totally by increased output of graduates from BIA schools (Appendix 4), leading to the conclusions that a higher percentage of BIA high school graduates began entering college, a higher percentage of Indian graduates of public schools began entering, many young Indian adults who had been out of school began to enter college, and more persons began identifying themselves as Indians (many under the mistaken assumption that they could gain some benefits for financial aid as Indians).

The availability of student financial assistance was an essential in increasing the numbers enrolled in higher education. One survey of some 13,000 BIA grantees in 1973 reported that 67% of these students had parents with incomes of $7,000 or below (IERC, p. 57), and that fully 96% of the parents were expected to contribute $300 or less toward total college expenses (Graph 30). In recent years, some 85-90% of all students at Bacone have qualified for some form of financial aid. Students on financial aid tend to enroll on a full-time basis more often than those who are not on financial aid; the 1973 survey reported some 89% of the 13,000 grantees were full-time students (IERC, p. 26). The average expected parental contribution for higher education for American Indian college students in 1979 is $590, compared to $1,570 for whites (ETS, 1979, p. 8), based on family income.

Entering Indian college freshmen tend to score very low on college placement examinations, one factor colleges use in making admissions decisions and in placing students at the proper level of academic work. According to composite scores, the national percentiles in 1976 and the Oklahoma percentiles in 1974 on the ACT examination were:

Standard Score	National Percentile Rank*	Oklahoma Percentile Rank**
21	63	66
20	58	60
19	52	54
15	29	30
14	24	24
13	19	19
9	5	3

Thus, nationally 37% of all students taking the ACT scored 21 or higher, 42% scored 20 or higher, and so on. For Indian students, two reports

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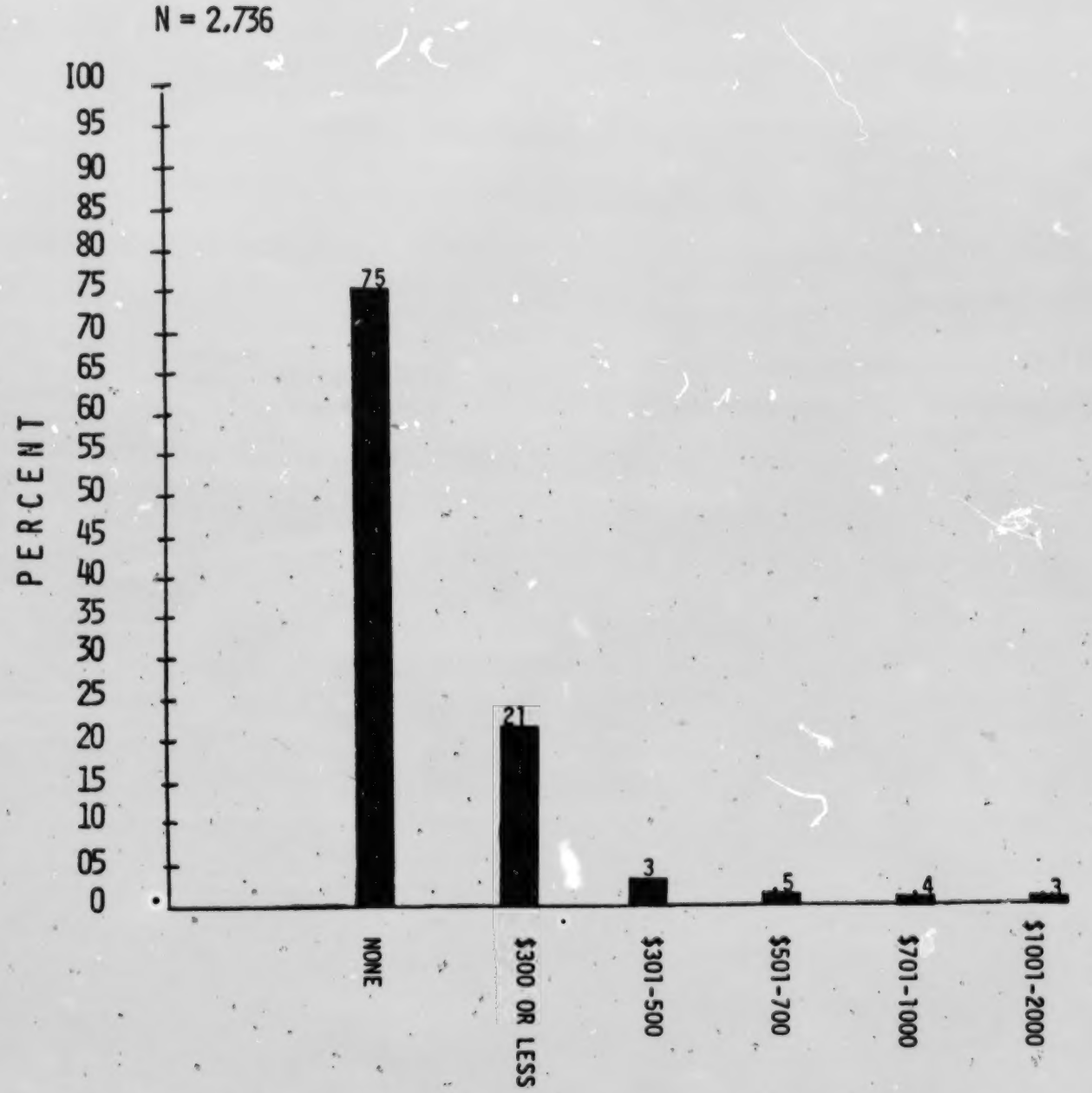
* Source: ACT, 1976-77

** Source: Oklahoma State Regents for Higher Education, 1974

Graph 30.

PARENTAL FINANCIAL SUPPORT OF STUDENTS



Source: IERC

indicate that some 65-80% score in the bottom 25% nationally on the ACT. One analysis of the scores of 613 Indian freshmen at seven institutions revealed that the average score was 13, placing them in the 18th percentile nationally (GAO, 1977). Analysis of the ACT scores at an Indian college from 1974 to 1977 revealed that the average annual score ranged from 9.7 to 11.3, that the weakest areas were math and social science, and the highest scores were in the area of natural science (Haskell, 1978). The distribution of the composite scores from the GAO report and the 1977 fall entering freshmen scores on the English portion at Haskell were:

	Range	Number of Students	Percentage of Students
GAO Report	21 or higher	51	8.3
	15-20	166	27.1
	10-14	270	44.0
	9 or below	126	20.6
Haskell	18 or higher	51	8.6
	14-17	85	14.4
	6-13	401	67.9
	1-5	54	9.1

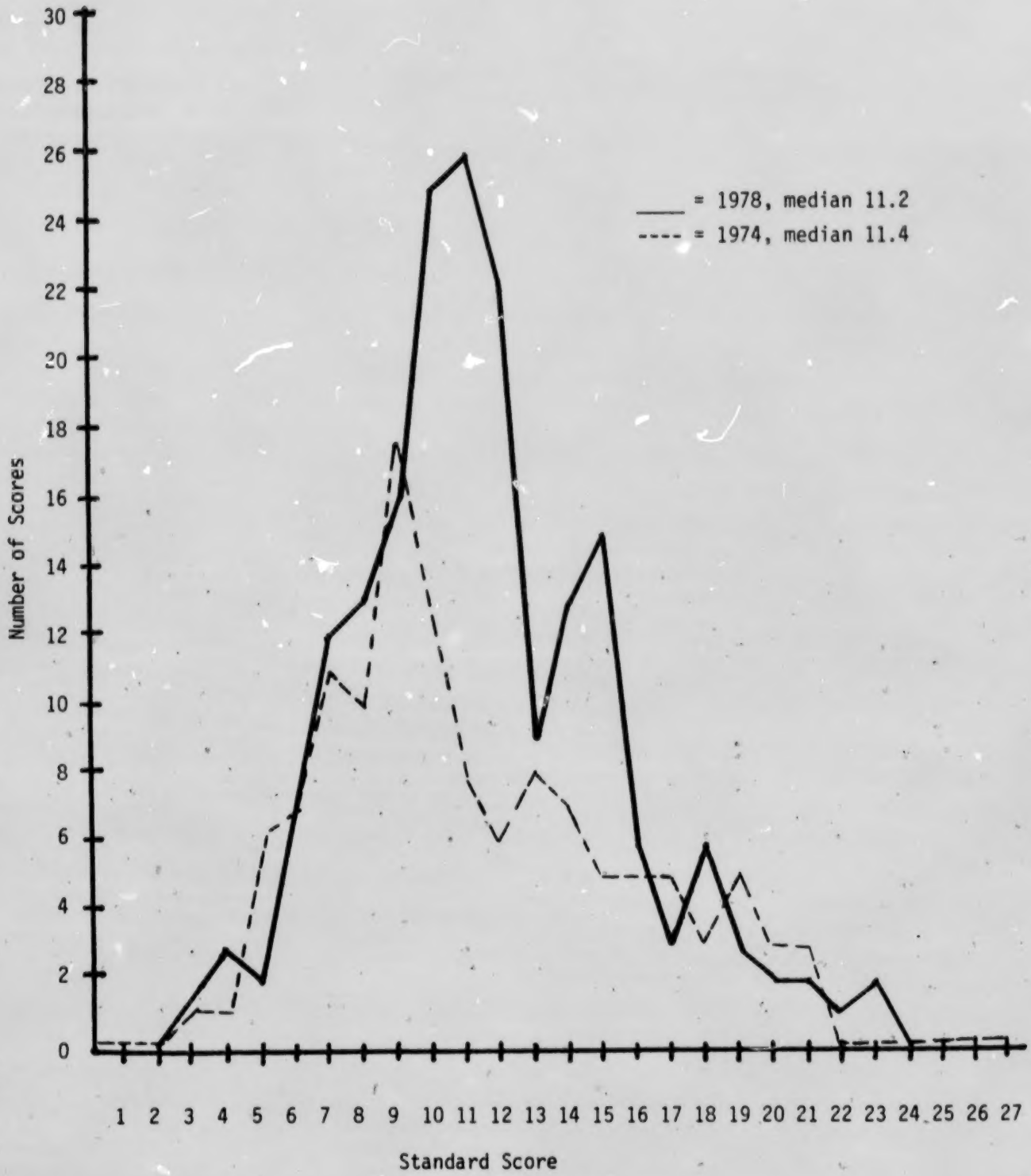
Thus it appears that 65-80% of all Indian students nationally score in the bottom quartile on the ACT, and that about 8% score in the top third.

The 1974 and 1978 scores for Bacone entering freshmen fell between the GAO reported scores and the Haskell scores (Graph 31). The median scores were about the same, and the modal score for 1978 was slightly higher than for 1974.

(College placement examination scores for Indian/Native students should be interpreted with caution; the language barrier and cultural differences account for a substantial portion of the difference between Indian and national test norms.)

Indian college students tend to be older than other students. The 1973 survey of BIA grantees reported that 23% were 26 years old and older, and 56% were 21 or older; in Spring semester 1979 some 42% of Bacone students were 21 or older (Table 32). The great majority were of traditional college age, 18 to 24 (66% of Bacone students, about 67% of BIA 1973 grantees). Few are over 30 (17% Bacone, 11% BIA). The average age of Indian students at Flaming Rainbow, an experimental Indian college, is reported to be between 28 and 30 years of age, while the average age of recipients of an Indian scholarship fund in the San

Graph 31. ACT Profile, Bacone College Entering Freshmen, 1974 and 1978



Francisco Bay area varied from 25 to 28 years of age over a period of several years. The average age of BIA students in 1973 was about 23.5, and Bacone students in Spring 1979 averaged 23.1 years. (See Tables 32 and 33, IERC, Kolhoff) The population of the tribally-chartered Indian colleges is reported to be primarily older students (personal correspondence, AIHEC).

The phenomenon of larger numbers of older Indian students is partly an artifact of overagedness (see OCR, 1978) and also partly an artifact of Indian adults who previously went through the BIA's relocation program, which takes reservation Indians into urban areas and provides them with mostly blue-collar training. The number of those former relocatees who are now college students is not known, but it is likely that this pool of college students, which is decreasing over time as the BIA shifts its efforts to college and university education, has provided an "artificial" increase in the total number of Indian college students in the 1970's, and that the number of college students coming from this pool will decrease within five years.

There are many indications that the great bulk of Indian college students are not prepared for college by their high school education. About two-thirds of the students in the IERC survey and in the GAO report stated that the biggest problem they experienced in college was poor study habits and lack of motivation to study, which they had not learned in high school (IERC, p. 4). Very few have clear plans for the field they want to enter after graduation at the time they enter. Over one-third of the IERC respondents had changed majors at least once, and some 9% had changed two or more times (IERC, pp. 34-5). Over the past several years at Bacone, about one-fourth of the entering freshmen have needed remedial instruction in language, math, science, and/or social science upon entering.

For a long period of time in the first part of this century, Indian college graduates were restricted in the fields they could enter. There was a lack of both horizontal and vertical mobility, or the ability to change social classes at the same level of social status and the ability to move up the social scale, respectively. The one field in which Indian college graduates were free to enter and advance fairly high was elementary and secondary education, which the great bulk of them entered. There are now 50% more Indian people in the field of education than in all the other 24 fields for which data are available, combined (see Table 14).

This tradition apparently carries over to today, even though many more professions and fields are now open to Indian college graduates. The BIA study reported that 22% were majoring in education (IERC, p. 30), and the GAO study of the Indian graduates of seven institutions reported

Table 32.

AGE DISTRIBUTION

Bacone College

SPRING TERM - 1979

Age Range	American Indian			Black			Caucasian			Foreign			Total	
	No.	% Group	% Total	No.	% Group	% Total	No.	% Group	% Total	No.	% Group	% Total	No.	% Group
UNK	4	2%	.9%	3	6%	.7%	3	2%	.7%	0	0	0	10	2%
17	2	1%	.5%	1	2%	.2%	1	1%	.2%	17	57%	3.8%	21	5%
18-20	109	62%	24.7%	25	51%	5.7%	73	39%	16.5%	10	33%	2.3%	217*	49%
21-24	25	14%	5.7%	11	23%	2.5%	34	18%	7.7%	3	10%	.7%	73	17%
25-29	18	10%	4.1%	3	6%	.7%	28	15%	6.3%	0	0	0	49	11%
30-34	8	4%	1.8%	3	6%	.7%	18	10%	4.1%	0	0	0	29	6%
35-39	2	1%	.5%	1	2%	.2%	13	7%	2.9%	0	0	0	16	4%
40-49	9	5%	2.0%	1	2%	.2%	11	6%	2.5%	0	0	0	21	5%
50	1	1%	.2%	1	2%	.2%	4	2%	.9%	0	0	0	6	1%
Total	178	100%	39.1%	49	100%	11.1%	185	100%	41.8%	30	100%	6.8%	44	100%
Staff	1			1			9			0			11	
Net	177			48			176			30			43	

* 59 were 20; 158 were 18 or 19.

Table 33.

Age and Number of Dependants,
All Scholarship Recipients,
1974-1975

AGE

Age	1975	1974	Overall/Percent
< 17	2	1	3/ 1.9
18-20	6	17	23/14.3
21-24	11	20	31/19.3
25-28	18	32	50/31.1
29-32	6	18	24/14.9
33-36	3	10	13/ 8.1
37-40	2	2	4/ 2.3
> 41	1	6	7/ 4.3
Unk.	-	6	6/ 3.7
	49	112	161/99.9

NUMBER OF DEPENDENTS

Number			
0	20	40	60/28.6
1	6	19	26/12.4
2	10	22	51/24.3
3	5	19	40/19.0
4	5	5	14/ 6.7
5	1	3	7/ 3.3
6	2	2	10/ 4.8
7	-	1	1/ .0
Unk.	-	1	1/ .0
	49	112	210/99.1

/from Native American Scholarship Fund/

that 56% had majored in education, followed by 13% in sociology and 12% in business fields (GAO, 1977, p. 10). While about one out of every six baccalaureate degrees conferred in the U. S. in 1977 was in education (NCES, 1979, p. 3), it appears that for Indian college graduates as many as one out of three are majoring in education.

This fact of maldistribution of Indian college graduates, and the fact that only about 15% of entering Indian college freshmen graduate (see below), mean that (1) parity will be achieved in education at a much earlier date than will parity in other fields, and (2) at the present rate of production of Indian college graduates, parity of total college graduates will never be reached.

Just over 15% of the total U. S. population has completed four or more years of college (Allen, p. 11), while only 1.47% of adult Indians had completed four or more years of college in 1970 (Bureau of the Census, 1973(b), p. 18). Thus Indians now have reached about 9.7% of parity with the total population in total college graduates.

Since nationally about 54% of all entering freshmen eventually graduate (GAO, 1977, p. 10), either the total number of Indian college students will have to increase about six times, or the percent of Indian college students completing degrees will have to increase more than six times, or some combination of both will have to occur, for parity ever to be reached.

At the present rate of production (32,000 total students, about 20% of whom will receive degrees), by the year 2005 about 37% of parity will be reached if the percentage of the total population enrolled in college remains at about 7.11%.

The Indian college student does not progress through the college program at the same rate as the non-Indian. A 1977 study reported that Indian graduates took on the average twelve semesters to complete the degree requirements of established colleges and universities. They earned on the average about ten credit hours per semester instead of 15, and compiled grade point averages of 2.1 out of 4.0, compared to the overall average of 2.7 out of 4.0 for all undergraduates at these institutions (GAO, 1977).

Estimates of the percentage of entering Indian college freshmen who graduate vary from the range of about three percent (Abourezk; Kennedy; OIE, 1976) to almost 30% (Feasibility Report, p. 22). Based on data from 12 institutions, it appears that the actual completion rate is between 6.9% and 20.2%, for a national average of about 15%. The institutions and their retention rates are:

	Freshman	Sophomore	Junior	Senior
Bacone (1)*	43.3	15.0	---	(12.0)
Haskell (2)	---	18.8	---	(6.9)
U. Montana (3)	40	20	14	10.5
Brigham Young (4)	---	---	---	20.0
GAO (7 colleges) (5)	46	(27.6)	(22.0)	(17.6)
Choctaw (Miss.) (6)	40	(28.0)	(22.4)	(20.2)

While there is great variation in the percentage of entering freshmen who graduate, ranging from 10% for public two-year colleges to 80% for prestigious private universities (Astin, passim), nationally the rate of persistence is about 54% overall for all types of institutions, all geographical regions, and all types of students. (One difference of significance for this report is the much higher persistence rate of private four-year colleges over private two-year colleges, from about 50% to about 75%. Cope and Hannah came to the conclusion (p. 4) that the retention rates of the "large, visible, public universities and the small, invisible, private colleges are (sic) about the same.")

Astin (1975) indicates that the dropout rate for American Indians was 31%, the same as the rate for Chicanos and tied for the highest among ethnic groups, for freshmen entering in 1968, nationally. His data, the most reliable and complete prior to the data reported above, were gathered prior to the time of entry of relatively large numbers of Indian students into higher education, and without doubt are much too low for recent years.

Some of the reasons for the high dropout rate for Indian college students can be discerned. While Indian students are like other students (Table 34), they are in some ways not like other students. In addition to the factors identified by Astin, there are some characteristics of the Indian college student population and the colleges they attend that stand out:

- Indian students tend not to have clear goals in mind when they enter college, and this lack of clarity of professional and educational goals is related to high dropout rates. Cope and Hannah came to the conclusion

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*Sources: (1) Bacone College, "Graduation Rate by Ethnic Group"; (2) Haskell; (3) Locke; (4) Tyler; (5) GAO, 1977; (6) Posey. Numbers in parentheses are projections.

that "personal commitment to either an academic or occupational goal is the single most important determinant of persistence in college" (p. 19). Since a little more than one-third of BIA grantees had changed majors at least once, it is safe to conclude that the great bulk of Indian students enter college out of convenience or curiosity, rather than out of motivation toward a goal.

- Most Indian students enter college with differences--linguistic, cultural, educational, social, economic, and motivational, among others. They have relatively little ability in the English language, they come from different cultural backgrounds, they are poorly prepared in high school for college work, they come from isolated, rural, small towns, their families are the poorest in the nation, and they have few positive role models to emulate. As a result of these and other factors, the Indian student literally enters a world at college which is foreign to her/him, and in which she/he feels out of place.

- There are few "talented" Indian students, in the traditional sense of the word in American higher education circles, as identified by the traditional testing methods. Fewer than 3% fall into the category of the "talented tenth" according to accepted Anglo definitions, and this reality is communicated to the others orally and in writing, publicly and sub rosa, verbally and non-verbally, through the revelation of test scores, through comparisons of written papers, through the formation of peer groups, through the selection of student assistants, and by an infinite variety of other methods. The lack of sensitivity of faculty members, counselors, administrators, and other college personnel to the backgrounds of the Indian students assures that this will happen.

- Indian students, more than any other racial group, are concentrated in the types of institutions with the poorest record of success overall--public, two-year colleges--where only one student in 10 completes the requirements for a baccalaureate degree. From the available evidence, Indian students do not perform much more poorly than other students in this type of institution.

- Because of the relatively large number of new freshman Indian students in the 1970's, the large number of special programs associated with the colleges they enter (EOP, Talent Search, Upward Bound, Special Services, etc.), their concentration in two-year colleges, and the small percentage scoring high on college entrance examinations, the evidence is that the great bulk by far of these students are in the less selective institutions, or if they are in more selective institutions, they are in "special programs" with tracking systems for the disadvantaged. These institutions have the second-poorest retention and completion records of any types of institutions, second only to public two-year colleges (Cope and Hannah, p. 3, passim).

- From the point of view of the institution, the "holding power" of the institutions is very low (Cope and Hannah, p. 102), because few of the colleges have a clear identification with Indian people or Indian students, and the greatest factor in "holding power" is this identification, which allows the student to choose the institution because of "its clear image values and program...".

- The "fit" between the institution and the student, from the point of view of both student and institution, argues most strongly for the major reason for the high dropout rate for Indian students and the major reason for an institution to "fit" the Indian college student. Cope and Hannah believe, on good evidence, that it is the "fit" that is responsible for "most of the transferring, stopping out, and dropping out" (p. 3).

- While Indian students have probably the highest percentage of any group receiving financial assistance for college expenses, there is reason to doubt that this accounts for much if any of the high dropout rate. Cope and Hannah report that "it is our tentative conclusion that financing college is not a major problem in persistence" (p. 18).

Despite all these reasons for a high dropout rate, and the presence nationally of a dropout rate of about 85%, the number of Indian college students will probably continue to increase through 1990, reaching between 50% and 70% of parity with the total population in enrollments (Appendix 18). Ways should be explored and implemented to strive for coming closer to parity of college completions.

Table 34.

"PREVENTING STUDENTS FROM DROPPING OUT"

	Factors which increase retention	Factors which decrease retention
A. Entering Characteristics		
1.	High grades in high school	1. Low grades in high school
2.	Postgraduate degree aspirations	2. Bachelor's or "other" only
3.	Jewish religious background	3. No religious preference
4.	Good study habits	4. Poor study habits
5.	High expectations of grades	5. Low expectations of grades
6.	Highly educated parents	6. Little-educated parents
7.	Married (M), single (W)	7. Single (M), married (W)
8.	High admissions test scores	8. Low admissions test scores
B. Experiential Factors		
9.	Receiving good grades	9. Receiving poor grades
10.	Staying single (W)	10. Getting married (W)
11.	Not having children (M, W)	11. Having children (M,W)
12.	Living in dormitory	12. Living at home
13.	Part-time job	13. Full-time job
14.	Extracurricular activities	14. Little extracurricular activity
15.	Money support from parents	15. No support from parents
16.	Having a scholarship/grant	16. Having loan (M)
17.	Not transferring	17. Transferring
C. Type of College		
18.	Private university	18. Public two-year college
19.	Moderately selective	19. Highly, or nonselective
20.	Religiously affiliated	20. Secular
D. Degree of Fit between College and Student		
21.	Similar to other students a.) Religion b.) Race c.) Size of community d.) /Etc./	21. Different from other students

SOURCE: Alexander Astin, "Preventing Students from Dropping Out." San Francisco: Jossey-Bass, 1975, pp. 174-75.

Table 35.

College Completion

	Raw Measure [a]			Social Indicator Values [b] (Ratios of raw measures to the majority male population)		
	1960	1970	1976	1960	1970	1976
Males						
Amer. Ind./Alask. Nat.	**03**[c]	**08**	**08**	**.15**	**.36**	**.24**[d]
Blacks	**04**	**06**	**11**	**.20**	**.27**	**.32**
Mexican Americans	**04**	**05**	**11**	**.20**	**.23**	**.32**
Japanese Americans	**35**	**39**	**53**	**1.75**	**1.77**	**1.56**
Chinese Americans	**49**	**58**	**60**	**2.45**	**2.64**	**1.76**
Pilipino Americans	**19**	**28**	**34**	**.95**	**1.27**	**1.00**
Puerto Ricans	**04**	**04**	**06**	**.20**	**.18**	**.18**
Majority	20	22	34	1.00	1.00	1.00
Females						
Amer. Ind./Alask. Nat.	**02**	**05**	**04**	**.10**	**.23**	**.12**
Blacks	**06**	**08**	**11**	**.30**	**.36**	**.32**
Mexican Americans	**02**	**03**	**05**	**.10**	**.14**	**.15**
Japanese Americans	**13**	**31**	35	**.65**	**1.41**	**1.03**
Chinese Americans	26	**42**	**44**	**1.30**	**1.91**	**1.29**
Pilipino Americans	16	**50**	**51**	**.80**	**2.27**	**1.50**
Puerto Ricans	**01**	**03**	**04**	**.05**	**.14**	**.12**
Majority	**09**	**14**	**22**	**.45**	**.64**	**.65**

[a] The percentage of persons from 25 to 29 years of age who have completed at least 4 years of college.
[b] See figure 2.4 for a graphic representation of the indicator values that appear in this table.
[c] Bold type indicates that the difference between this value and the majority benchmark is statistically significant at the 0.10 level. See appendix C for sampling information and data source.

[d] This can be interpreted as follows: "In 1976 the college completion rate for American Indian and Alaskan Natives male was 24 percent of (or 76 percent below) the rate for majority males."

/from U. S. Commission on Civil Rights/

The major pools of Indian students for a projected Indian university would be as follows, based on best estimates, and using population totals for 1978:*

	Subtotal	Total
Total Indian 18-year-olds		18,200
Total new Indian high school graduates (.60 x 18,200)		10,900
A. Total new Indian high school graduates entering college (.40 x 10,900)		4,300
1. Total BIA high school graduates entering college (.35 x 1,500)	525	
2. Total gifted and talented Indian college freshmen scoring above 65th percentile on ACT or SAT (.08 x 4,300)	350	
3. Total new Indian college freshmen majoring in science, math, and engineering (.07 x 4,300)	300	
B. Total Indian students graduating from two-year colleges (.426 x 32,000 = 13,632) (13,632 x .15 x .65)		1,330
1. Total Indian students graduating from Indian two-year colleges (.15 x 8,000 x .65)	780	
C. Total lateral (four-year to four-year) transfers		500
D. Total local commuters (Muskogee County, all races)		650
TOTAL, FOUR PRIMARY POOLS (A, B, C, D)		6,780

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* Derivation of population totals and factors/percentages is discussed at various places in this report.

The total of the four primary pools of students is about 6,780. Assuming that the distribution of students would be about 30% freshmen, 20% sophomores, 30% juniors, and 30% seniors, and that 60% of the student body would be Indian, the College would have to recruit about 4% of the total pool of new freshmen that would be available (new Indian graduates entering college and local commuters) and about 9% of the total pool of upper division transfers (two-year graduates and lateral transfers), for the intermediate profile of 1,100 (see Section V.A.).

(An additional pool not listed is older students, many of whom are married. Too little is known about the size and makeup of this group to make any estimates of totals, but if they could be included here the recruiting requirements would be lower.)

The recruitment effort of the College is now concentrated on recruiting Indian high school seniors, mainly from BIA high schools and public schools on or near reservations, and on recruiting local students. This Fall a new recruitment plan will be implemented to provide more depth to the recruitment effort, to reach out to more of the national Indian community leadership. This plan will utilize alumni contacts, Trustees, high school counselors, faculty members, students, administrators, and Bacone Ambassadors to make contacts with and receive commitments from key Indian tribes, tribal leaders, BIA officials, and tribal and school staff members.

CHAPTER FIVE

FUNDING

A. Initial Costs and Operating Budgets

Bacone at the present time has some 34 buildings, including seven buildings devoted wholly or partly to classroom instruction. These seven buildings contain some 24 classrooms for capacities of from 15 to 100 students; there are an additional 19 laboratory and display rooms, and a gymnasium (Memo, Strout to Chavers, May 30, 1979).

At a utilization rate of 60% and an average class size of 15 students, the number of students which can be served in classrooms is 575, and at a utilization rate of 75% and an average class size of 20, the number of students which can be served is 960. (Strout memo)

There are four residence halls which can house some 280 students. In recent years the number of commuting students has been fairly stable at about 300; the two current pools of students place an effective maximum capacity of the College at about 600, when consideration is taken of the fact that classes are heavily concentrated during morning periods to accommodate the large percentage of commuting students who are employed full-time or part-time in the afternoons and evenings.

Thus, with additional residence facilities, the College could expand its student body size to about 900, with the total number of commuting students remaining at about 300, and the number of resident students being increased to about 600. This would require, if classrooms were air conditioned, greater use of afternoon and evening classroom periods for resident students, still accommodating the local commuting students.

The capital costs for three profiles, low, intermediate, and high, with student body totals of 750, 1,100, and 1,500, in a four-year program respectively, would be roughly:

Item	Cost		
	Low	Intermediate	High
Additional dormitory space	$1,500,000	$4,500,000	$ 7,500,000
Multi-purpose student center	1,500,000	1,500,000	1,500,000
Classroom building	---	1,000,000	2,000,000
Air-conditioning classrooms	---	300,000	600,000
Athletic complex	---	---	2,000,000
Library building	1,000,000	1,500,000	2,000,000
Totals	$4,000,000	$8,800,000	$15,600,000

In addition to capital costs, there would be one-time additional costs for planning, library acquisitions, new faculty, clerical, administrative support, scholarships, and other costs. These would be approximately (for the low profile):

Planning	$ 36,500
Library acquisitions	325,000
New faculty	472,000
Clerical	76,000
Administration	55,000
Scholarships	100,000
Other costs	75,000
Total	$1,139,500
Minus tuition & fees	450,000
Grand Total	$ 689,500

Additional expenditures over current budget would be in the areas of additional support and administrative personnel, additional staff in recruiting, fringe benefits for new personnel, higher salaries for faculty and staff, equipment purchasing and leasing, additional transfers to the maintenance and equipment reserve to cover the new buildings and to the loan fund for matching, insurance coverage, tutoring, and payments for additional buildings.

The part of total costs to educate a student which would be covered by tuition and fees would be less than the national average for private colleges, which is 65% (USGAO, 1978, p. 16). But this percentage would be higher than the present percentage at the College, which is 34.84% (Table 36).

With increased numbers of resident students, the income derived from them--dining hall, bookstore, rooms, etc.--would increase, and this increase is indicated on the budgets following.

Three budgets are presented here to gain some indication of what criteria might be used to plan for optimum campus size. Probably the best plan would be for the transition to be approached in terms of plateaus, both in student body size and in facilities, with additions to move from one plateau to the next paid for and/or stabilized before attempting to move to the next plateau or add another facility. In this way, the College could add the additional sectors of support and increase the funding base to support additional programs and buildings after they are operational at the time, or before the time, the additional program or facility is launched. Funding for some programs of a four-year institution could be sought as special projects, including cooperative education, research, information dissemination, and the museum. For this reason, they are not included in the budgets.

Table 36.

Bacone College

FY 1979 REVENUE

CURRENT FUNDS

	Total	Percent
1. Educational and General		
Tuition & Fees	$ 688,800	34.84
Gifts and Grants	403,305	20.40
Endowment	60,000	3.04
Sponsored Programs	4,500	.23
Capitation Funds (Nursing)	31,000	1.57
Other	28,000	1.42
Subtotal	1,215,605	/61.50/
2. Auxiliary Enterprises		
Dining Hall	172,000	8.70
Dorms & Homes	150,500	7.61
Athletics	3,500	.18
Bookstore	80,000	4.05
Thrift Shop	7,000	.35
Student Center	2,500	.13
Subtotal	415,500	/21.02/
3. Student Aid		
Gifts & Grants	115,000	5.82
Endowment	65,000	3.29
Subtotal	180,000	/9.11/
4. Additional Income Needed	165,516	8.37
Subtotal	165,516	/8.37/
TOTAL	$1,976,621	/100.000/

Operating budgets for the three profiles would generate the following total revenues, approximately:

		Low	Intermediate	High
1.	Educational and General			
	Tuition	$ 986,250	$1,416,750	$1,970,250
	Student Fees	70,600	103,550	141,200
		1,056,850	1,520,300	2,111,450
	Gifts and Grants	650,600	920,200	1,279,700
	Endowment, General	75,600	108,600	151,000
	Endowment, Chapel	6,000	6,000	6,000
		81,600	114,600	157,000
	Federal Grants, Recovery of Indirect Costs	44,700	64,200	89,300
	Other	29,000	41,650	57,900
	Total Ed. and General	1,862,750	2,660,950	3,695,350
2.	Auxiliary Enterprises			
	Dining Hall	330,500	548,750	755,800
	Dormitories & Homes	275,000	437,000	590,600
	Intercollegiate Athletics	3,140	4,600	5,800
	Bookstore	139,700	200,670	279,070
	Thrift Shop	10,000	14,670	20,000
	Student Center	3,140	4,600	5,800
	Stud. Center Fees ($50/Sem.)	65,650	96,250	131,350
		68,790	100,850	137,150
	Total Aux. Enterprises	827,130	1,306,540	1,788,420
3.	Total Student Aid	242,200	347,900	483,800
	GRAND TOTAL	$2,932,080	$4,315,390	$5,967,570

* Low profile based on 750 students, 630 FTE, 440 residents, 100 summer residents. Intermediate profile based on 1,100 total students, 924 FTE, 740 residents, 150 summer residents. High profile based on 1,500 total students, 1,260 FTE, 1,025 residents, 200 summer residents. Based on 1979 dollars. Based on FTE faculty to FTE student ratio of 1:13.

The expenditure budgets for the three profiles would be, approximately:*

	Low	Intermediate	High
Educational and General			
President's Office	$ 58,072	$ 65,555	$ 74,121
Business Administration	73,650	84,600	110,400
Staff Benefits	171,957	209,965	257,935
Student Services			
Dean of Students	90,500	104,075	131,686
Registrar	110,650	127,247	146,335
Student Aid Office	30,500	35,075	48,336
Director of Relig. Life	31,650	35,600	40,050
General Institutional			
President's Office	12,500	12,800	14,500
Business Administration	62,000	91,000	124,500
Development Office	172,500	198,000	230,000
Instruction	876,613	1,270,193	1,735,333
Library	77,200	113,800	141,400
Physical Plant	186,482	286,500	384,225
Total Educational and General	$1,954,274	$2,634,410	$3,438,821
Auxiliary Enterprises			
Dining Hall	251,520	414,440	572,296
Dormitories and Homes	213,365	306,965	382,350
Intercollegiate Athletics	51,800	70,000	88,000
Bookstore	114,165	168,355	233,040
Thrift Shop	8,500	11,600	12,500
Student Center	50,550	60,500	70,500
Total Auxiliary Enterprises	$ 689,900	$1,031,860	$1,358,686
Student Aid			
Bacone College Grants	242,000	347,900	483,800
Mandatory Fund Transfers			
Transfers to Loan Funds			
Transfers to Maintenance and Equipment Reserve	40,000	60,000	80,000
Total Proposed Current Fund Expenditures	$2,926,374	$4,074,170	$5,361,307
Available for Amortization	5,706	241,220	606,263

* Assumptions: (1) Average faculty salary - $15,282.38 (present average $13,482.38); (2) FSR 1:13.

B. Current Bacone Budget and Projected Growth

The latest Bacone budget (FY 1979) was almost $2 million, of which over 60% was derived from Educational and General Revenues; of the Educational and General total, the great bulk came from two sources, tuition and fees, and gifts and grants (Table 36).

The percentage of total budget derived from tuition and fees is well below the national average for private institutions, and reflects the facts that tuition is kept low to attract Indian students, who primarily come from low-income families (see Section IV. A.), and that some 15 positions in faculty, counseling, and support staff are now supported by Federal funds.

Reports differ in the overall percentages derivable from tuition and fees by other colleges. One source reports that tuition for independent (private) institutions is 36.7% of total current fund revenues (Business Officer, May 1979). Another source reported that tuition represented 39% of current fund revenues, private gifts were 25%, and auxiliary enterprises were 22% (Minter and Bowen, p. 56). And still a third source reports that 65% of the total cost of a college education at a private college is paid by tuition and fees (USGAO, 1978, p. 16).

A comparison of these reports with Bacone's budget reveals that, relatively speaking, Bacone is weak in total income from tuition and fees, and slightly weak in gifts and grant income. What these comparisons do not reveal is that the endowment corpus of the College is relatively small, and that the percentage of current funds going to scholarship and grant support for students is relatively large, which is another reflection of the low-income status of 80-90% of the students.

Total expenditures from 1971 to 1978 have more than kept pace with inflation, if computed on a compound annualized rate of 10% (Table 37). The College is as of 1978 spending about 22.9% more overall than it did in 1971, and is coming closer to meeting the various needs of its students, one assumes. (Total expenditures in fiscal year 1979 were some $4,083 per student, somewhat below the national average of about $4,600 for similar institutions.)

Part of the reason for the increased total budget in these years was that the gifts and grants income increased faster than the total budget did. From 1973 to 1978, total budget increased by 186%, while gifts and grants increased by 248%, and endowment increased by 323% (Tables 37 and 38).

Even with these increases, however, there is much room for gifts and grants income, as well as endowment, to grow even faster. A

Table 37.

Bacone College

TOTAL REVENUES AND EXPENDITURES, FY'S 1971-78*

Year	Income	Expenditures	Net Increase/ (Decrease)
1971	$1,038,570	$1,048,387	$ (9,817)
1972	1,118,670	1,088,426	30,244
1973	1,339,905	1,418,697	(40,097)
1974	1,396,609	1,451,072	(20,177)
1975	1,857,146	1,706,535	200,096
1976	2,239,195	2,066,945	89,827
1977	2,395,624	2,263,848	147,915
1978	2,488,285	2,411,166	22,604

*Elmer Fox, Westheimer & Co. Audit Reports

Table 38.

Bacone College

DEVELOPMENT OFFICE INCOME, FY'S 1974-78*

Year	Gifts & Grants	Endowment	Total
1973	$237,177	$ 35,841	$ 273,018
1974	293,111	33,450	326,561
1975	336,483	35,486	371,969
1976	455,812	43,373	499,185
1977	513,851	74,254	588,105
1978	588,652	115,652	704,304
		Total, 1974-78	$2,763,142
		Average (Total ÷ 6)	$ 460,524

* Elmer Fox, Westheimer & Co. Audit Reports

comparison of Bacone's gift income reveals several areas of weakness, and two of strength, vis-a-vis national figures.

Analysis of Voluntary Support
For Higher Education, 1976*

Source	National Total	National Percent	Bacone Percent
Foundations	$431 million	22.8%	7.79%
Non-alumni individuals	447	23.6	16.25
Alumni individuals	461	24.4	.66
Business organizations	298	15.7	12.93
Religious denominations	102	5.4	28.78
Other	153	8.1	33.59

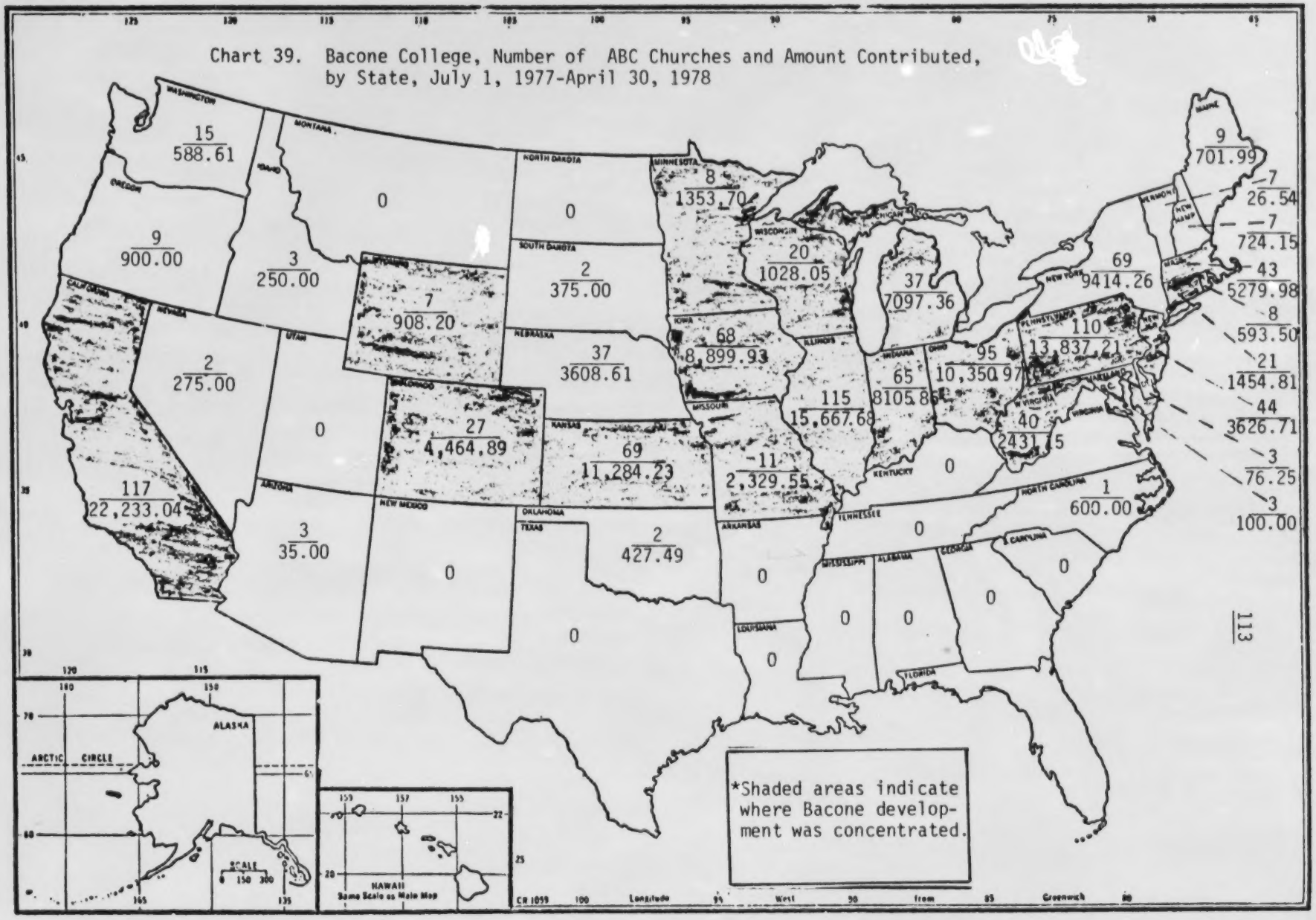
These comparisons reveal that the likely areas of increased gifts and grants are foundations, non-alumni individuals, alumni, and business organizations. (Contributions to the College from the local Muskogee community are here included under "Business organizations.") Not evident from the comparisons is that the "Other" category is also likely to increase if done properly; one patriotic and lineage society with a total membership of some 207,000 is the third largest sector of support for the College, but the FY 1979 total is only some $45,000, or 22¢ per capita. Little support is now received from other denominations than ABC, but possibly could be added. And if the totals for the Muskogee community are taken out of the "Business organizations" category, which normally includes large corporations and/or their employees through corporate matching grant programs, there is evidently room for growth in this sector. (In FY 1978 the College received some $7,460.24 in matching gifts from 26 major corporations; there are about 700 major corporations with matching grant programs.)

The main sector of contributed support for the College is the American Baptist Churches. This support comes in funds from the denomination (endowment), from the regions, from churches, and from individuals, and in contributed labor by work groups from churches. Bacone is one of five ABC institutions supported at the national level, out of 32 colleges, seminaries, retirement centers, and medical centers affiliated with ABC. Bacone has the widest support, receiving funds from 30 regions, while the institution with the second widest support receives funds from 21 regions. However, Bacone is sixth in total funds received.

The number of churches supporting Bacone has increased very dramatically since 1976 (Chart 39 and Appendices 16 and 17), having risen from 508

Source of National data: NCES, 1978(a), p. 220.

Chart 39. Bacone College, Number of ABC Churches and Amount Contributed, by State, July 1, 1977-April 30, 1978



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MAP NO. C01—UNITED STATES (STATE NAMES)

in 1976 to 1,131 in 1978. But, while the total number has increased by more than two, total giving has increased by only about 65%. It is probably not likely that this number can increase to much over 1,500, out of some 5,700 churches.

Foundation support for Indian programs and for Indian education programs has apparently remained at about the same level, some $4 million per year, for the past several years. So it would appear that, while some funds are "earmarked" for Indian education, the amount is not very great, and is highly sought after.

But while "Indian" funds from foundations are not plentiful, there are still significant contributions to higher education each year by foundations. For four years the amounts were:*

Area	1969	1970	1971	1972
Total (in millions)	281.2	343.3	179.0	258.0
Research	15.5	8.1	11.8	16.8
Elementary and secondary	25.9	40.0	15.7	14.3
Higher education	143.0	161.7	88.7	49.8
Adult and vocational	9.2	3.8	2.0	3.6
Student support	9.8	16.6	8.7	12.4
Endowment	11.4	7.9	9.2	96.3
Library & communication	28.0	40.7	34.6	23.5
Personnel development	3.2	9.3	8.0	10.9
Educational associations	7.4	9.2	4.5	5.4
Buildings and equipment	27.9	46.0	23.2	24.9

In the areas of endowment, personnel development, buildings and equipment, and research, there should be room for growth in grants from foundations to Bacone's gifts and grants budget. There might be room for contributions to the operating budget that would be undesignated, but this sector of foundation support has apparently decreased dramatically in recent years.

Total corporate giving in 1977 was about $1.7 billion, a record high amount, to all philanthropy (Brakeley). Since corporations can legally give up to five percent of net income, the amount they could have given would have been $8.6 billion on a total net income of $172 billion, indicating that corporations are giving only one-quarter of what they can maximally give. This percentage is down slightly from the early 1950's. Almost half of the $1.7 billion came from companies with assets of $250 million or more (Brakeley). With the proper contact with corporate

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Source: Foundation News.

executives, Bacone's income from corporate gifts can be increased substantially.

Since it is serving largely minority students, Bacone is eligible to receive special project funds from the Federal government to meet the needs of groups and individuals which have been given national priority, including the training of persons for service to the handicapped, training of health professionals, training of teachers of Indian students, training of bilingual education teachers, and several other areas. These funds are for the most part competitive, and would require the work of a trained program and proposal developer. In addition, Bacone is one of the handful of Indian colleges receiving funds under the Strengthening Developing Institutions section of the Higher Education Act of 1965 (Title III). (See Section III. C., supra) If the requirements for eligibility under this program are made more stringent, as it appears they might be, some funds for the transition to a four-year program might be available through Title III. (Table 41)

As Chart 42 indicates, Bacone has a relatively small core of dedicated supporters who are individuals (as opposed to churches and local businesses), and at the top of the pyramid, which is where some 50-80% of contributed income is concentrated nationally, has very few donors. (The small core of individual supporters is offset by the large number of churches and regions in ABC which support the College.)

The greatest needs in fundraising for Bacone are (1) the addition of several thousand individual contributors at the base of the support pyramid, who over the years and with the proper cultivation, can be "converted" into capital donors, contributors of tax-deferred annuities, and bequestors; (2) active financial support from trustees; and (3) active financial support from alumni. When the "base" is large enough, and there are enough potential donors at low giving levels who can be enticed and entreated to increase their contributions to the middle and upper giving levels, and when actual bequests are sufficient to increase the endowment to required levels, then the time would be right to launch a capital funds campaign for construction costs for major additional buildings.

Graph 40. TOTAL CONTRIBUTED INCOME TO BACONE COLLEGE BY STATE, FY 78

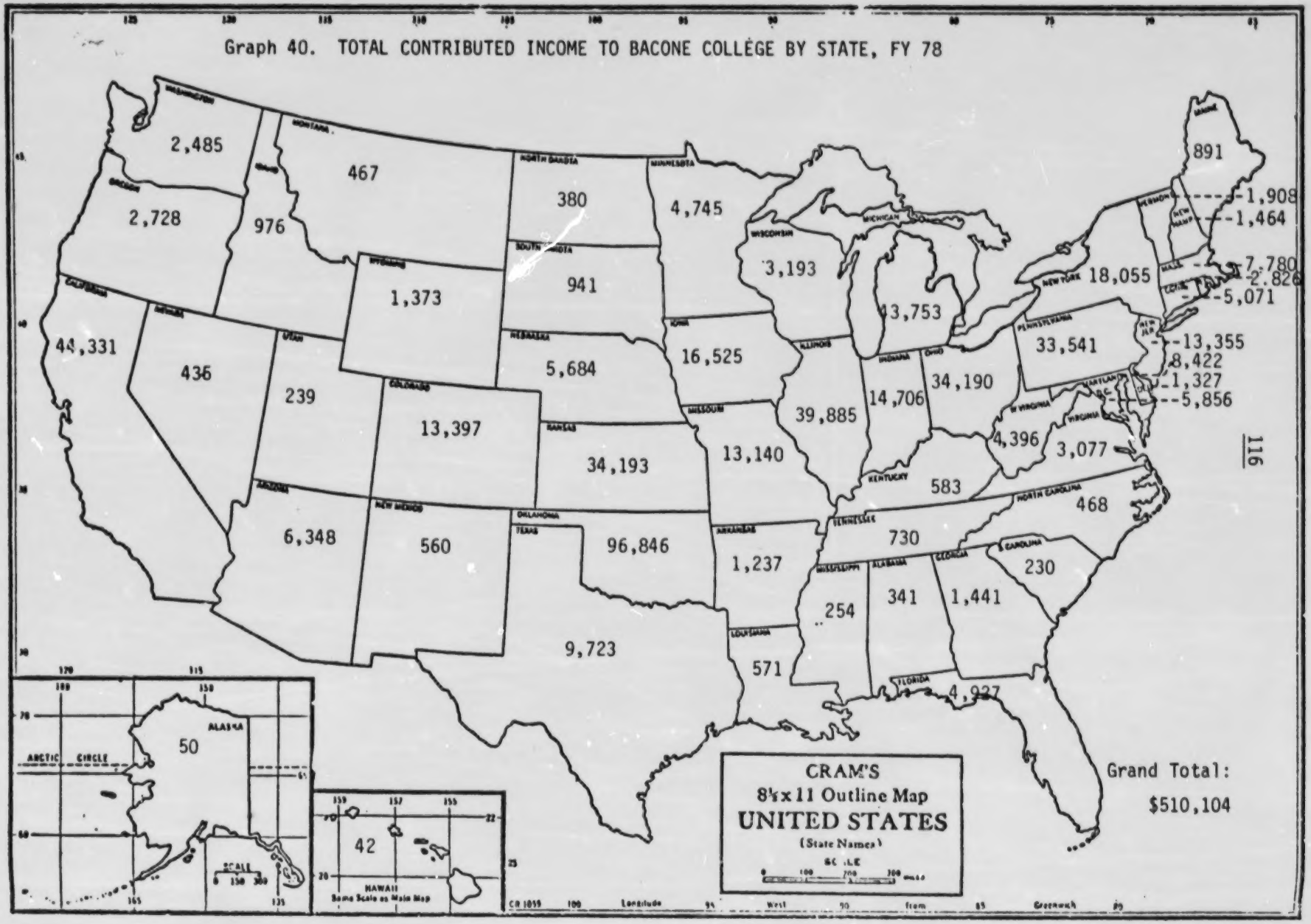

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Table 41.

TITLE III SPANISH SPEAKING PROGRAM FUNDING, 1966-1976

(Percent of Funds in Total Appropriations)

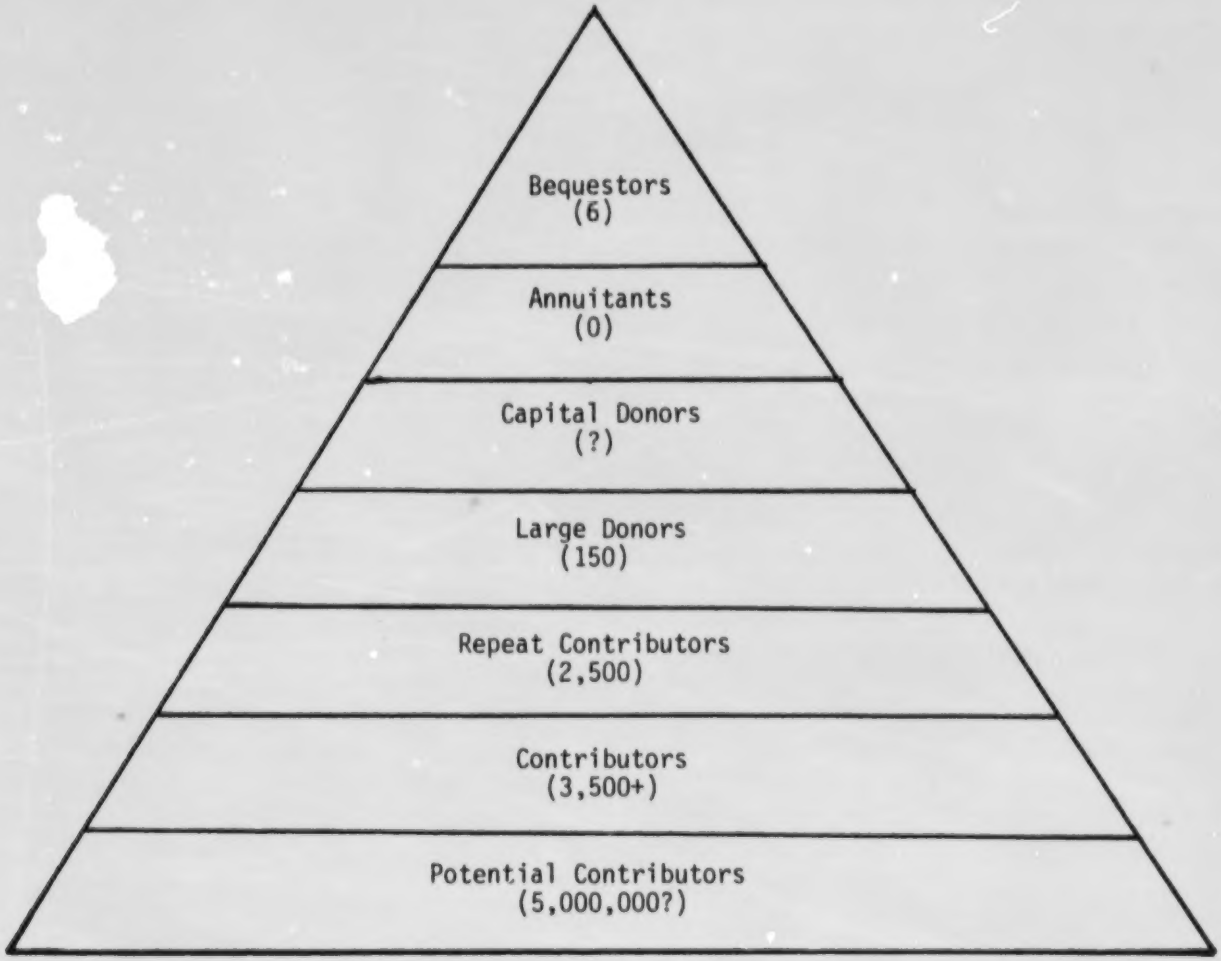
Year	Black Colleges	Hispanic Programs	Native Americans	Other	Total
1966	61	3	-	36	100
1967	40	2	1	57	100
1968	47	3	1	49	100
1969	53	3	1	43	100
1970	57	2	1	40	100
1971	59	5	3	33	100
1972	60	5	4	31	100
1973	59	7	6	28	100
1974	57	7	7	29	100
1975	52	8	7	33	100
1976	49	10	8	33	100

Source: USOE, 1977

/From Olivas/

Chart 42.

THE FUND-RAISING PYRAMID*



* Numbers in parentheses represent the actual number in each category for Bacone College as of August, 1979.

CHAPTER SIX

OTHER CONSIDERATIONS

Oklahoma ranks high in the ratio of public colleges and universities to population, having one institution for each 100,000 persons; this places the state as 13th in the 50 states. In private institutions, Oklahoma is 34th, with one for each 170,000 persons. Overall, Oklahoma is 23rd, with one college or university for each 63,000 persons. (Oklahoma Higher Education Report, v. 5, no. 5, p. 3)

In addition, efforts are made from time to time to close campuses in the state, and they inevitably stir up intensive reactions by the alumni of the affected institution, and the citizens of the local community. Many of the college campuses are a very important part of the cultural life of the communities in which they are situated, both for education and for the local economy.

For these reasons, Oklahoma is not the ideal state in which to launch a new college campus, and only two new ones have been built in recent years, both private institutions. For Bacone to make the transition to a four-year institution and receive accreditation status from the Oklahoma State Regents for Higher Education, it would be necessary prior to the start of the transition to have a student body which was predominantly made up of out-of-state students, and to maintain this student body composition as a four-year institution.

The initial funds for the capital needs of a four-year program would have to come from the College's "family" of students, their families, the affiliated churches and their members, Trustees, and others who have an active interest in the College and who support it. The experience of other institutions launching capital funds drives, for instance, is that the great bulk of the funds come from the college family, and only a small percentage comes from "outsiders." For this reason, it is important that the College now start to enlarge its base of support. As a rough estimate, a capital funds drive might be feasible when the total number of individual contributors per year was about 10,000, or three times current levels. As part of this effort, it might also be advisable and important to include nationally influential persons in the nation in the College's program, as Trustees, as members of a Board of Visitors, and as active supporters of the College's mission.

A four-year program, by its nature, would require higher per-pupil expenditures than a two-year program. The following section summarizes the non-monetary, non-student considerations that would be necessary.

Arguments For and Against An Indian University At Bacone College

Pros

1. Bacone has a rich and unique tradition, history, and record of success within the Indian community.

2. Bacone has a national constituency--alumni, students, supporters.

3. Bacone has a broad base of support--American Baptist Churches, the Muskogee community, alumni, Daughters of the American Revolution, Daughters of the American Colonists, Daughters of 1812, United Daughters of the Confederacy, International Order of the King's Daughters and Sons, Sons of Confederate Veterans, foundations, corporations, and others.

Cons

1. Bacone's record has not been as evident for 10-15 years as it was previously, and groundwork needs to be done to renew and revitalize the College.

2. (a) Students must travel from home to the College.

   (b) Most students, alumni, and faculty have been or are from Oklahoma; those from other states are a minority of the total.

   (c) More recruiting and a better image would be necessary to attract a balance of students from other states.

3. (a) Bacone receives few large contributions, and many small ones; large donations are only 6-8% of the annual contributed income.

   (b) The College has a small endowment of $1.722 million; endowment would have to be 5-10 times larger.

   (c) American Baptist Churches constitute a small denomination of some 1.7 million

   (d) The College has few if any wealthy alumni.

   (e) The College lacks visibility except among Oklahomans, American Baptists, and American Indians, a total of 5.4 million out of 219 million citizens.

Pros	Cons
4. There is a great need for college-educated Indians.	4. The need is being partly met by Indian programs at other colleges.
5. Bacone has a long record of accomplishment--a low faculty-student ratio, and outstanding programs in art, nursing, business, humanities, and languages, and a good museum.	5. (a) Tribally-chartered, Indian controlled, and Indian oriented colleges, as well as private and public colleges and universities, are now attracting potential Bacone students. (b) Indian students are highly concentrated in public institutions.
6. Indian enrollment in colleges nationally is only 44% of parity with the total population, and must grow another 140% to reach parity.	6. (a) Indian students nationally score in the 18th percentile on college entrance tests, on the average, and need remedial instruction, tutoring, counselling, and help with language problems to succeed in college. (b) Many current Indian college students are young adults entering college for the first time; the total pool of Indian college students could shrink in the near future as this young adult pool dries up, to increase again after a few years (c) Four-year enrollments will drop nationally in the 1980's; 125 private colleges closed during 1970-78, and 64 new ones opened, for a net loss of 65. In times of shrinking enrollments, colleges will strongly compete for all student
7. Bacone has great potential help from its 8,000 alumni, who live all over the nation.	

	Pros		Cons
8.	Bacone is located in a small semi-rural community, making it attractive to rural-dwelling Indian students.	8.	Bacone is not located in an attractive urban or metropolitan area, which would be most attractive to faculty.
		9.	There are few Indian faculty members, and they are difficult to attract.
		10.	The proposal is to establish a largely traditional college, while some potential students will be nontraditional.
11.	Bacone's tuition rate is in the lowest 5% nationally.	11.	As a private college, Bacone must charge higher tuition than public colleges.
		12.	The present physical plant is inadequate, and would have to be expanded for library, classrooms, dormitories, laboratories, and a student center.
13.	Since most contributed support is now from the American Baptist Churches and individuals, a college with interdenominational support has potential for growth to meet its needs.	13.	With additional sectors of support, communication problems would multiply, and would require additional staff.
14.	With 26 new Indian colleges since 1969, most two-year, there is a need for an Indian college for these students to transfer to, making recruitment easier.	14.	With fewer students available nationally, recruitment of Indian students as well as all students will intensify in all sectors of higher education.
15.	Indian people feel strongly that if they are integrated into the greater society they lose their rights as Indian people with a special relationship to the Federal Government; the U. S. House of Representatives voted 235 to 171 this year to keep BIA education separate from the proposed new Department of Education.	15.	There is a strong feeling in government, churches, foundations, and corporations that Indians should be integrated into the greater society; an Indian University could be perceived as segregationist.

Pros	Cons
	16. Upper division costs are higher than lower division costs, because of higher paid faculty, smaller classes, greater library needs, and the need for more services.
	17. Most growth in student enrollment between 1980 and 2000 is projected to be in two-year colleges and in comprehensive universities.
	18. The twenty-year trend since the late 1950's has been for enrollment in private colleges to decrease as a percentage of total college enrollments.
19. There has been a revolution in Indian education in the past ten years--a tenfold increase in the number of college students, great increases in the educational achievement of Indian adults, and greater job mobility.	19. Indian high school students to a large extent are not preparing for college, and have lower aspirations for degrees than non-Indians.
	20. Oklahoma has too many colleges, and a strong case for an additional four-year college would have to be made. Northeastern Oklahoma State University, with one of the largest populations of Indian students in the U. S., and which is publicly supported, is only 26 miles away.
21. Attrition rates are lower in four-year colleges than in two-year colleges.	
22. A four-year college would have greater opportunities for extracurricular activities, leading to better student retention.	

	Pros	Cons
23.	There would be a good "fit" between the college as a small liberal arts college and the small-town backgrounds of students.	
24.	Bacone is located in "Indian country."	
25.	A center for Indian education, research, and academic leadership should enhance the solidarity of the national Indian community and provide it with a very valuable resource.	

Appendix One

Abbreviations Used in this Report

ABC	American Baptist Churches
ACT	American College Testing
AIHEC	American Indian Higher Education Consortium
AIPRC	American Indian Policy Review Commission (U. S. Congress)
AAC	Association of American Colleges
BEOG	Basic Educational Opportunity Grant
BIA	Bureau of Indian Affairs, U. S. Department of the Interior
DAC	U. S. Daughters of the American Colonists
DAR	National Society, Daughters of the American Revolution
EODD	Eastern Oklahoma Development District
ETS	Educational Testing Service
FSR	Faculty-student ratio
FTE	Full-time equivalent (faculty or students)
GAO	U. S. General Accounting Office
GSL	Guaranteed Student Loan
HEW	U. S. Department of Health, Education, and Welfare
IERC	Indian Education Resources Center, BIA
IHS	Indian Health Service, Public Health Service, HEW
NAICU	National Association of Independent Colleges and Universities
NCES	National Center for Education Statistics, HEW
NCAI	National Congress of American Indians
NCCRCU	National Congress of Church Related Colleges and Universities
NIEA	National Indian Education Association
NIE	National Institute of Education, HEW
NTCA	National Tribal Chairman's Association
OIE	Office of Indian Education, Office of Education, HEW
SEOG	Supplemental Educational Opportunity Grant

Appendix Two

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* Symbols/acronyms in brackets /‾ ‾/ indicate the "popular" name of the source as used in this Report.

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Appendix Three

197 PRIVATE COEDUCATIONAL COLLEGES IN THE U.S.
WITH ENROLLMENT OF 800 AND UNDER

1978-79 FIXED COSTS

Enrol. 800 & Under	All Private Co-Ed	Tuition	Fees	R & B	Total
800	Adrian Col.- Adrian, Michigan	3,060	128	1,566	4,754
575	Allen Univ.-Columbia, S.C.	1,180	380	1,016	2,576
700	Allentown Col.of St.Francis-Pa.	2,875	30	1,700	4,605
350	Alliance Col.-Cambridge Spr.Pa. (77-78)	1,850	198	1,100	3,148
480	Alvernia Col.-Reading, Pa.	1,650	90	1,400	3,140
500	Anna Maria Col.-Paxton, Mass.	2,450	10	1,650	4,110
480	Annhurst Col.-Woodstock, Conn.	2,525	200	1,936	4,661
500	Arkansas Col.-Batesville, Ark.	1,750	-	1,250	3,300
700	Atlantic Union Col.-S.Lancaster,Ma. (76-77)	2,910	221	1,350	4,481
675	Aurora Col.-Aurora, Ill.	2,750	79	1,590	4,419
600	Barrington Col.-Barrington, R.I.	3,191	-	1,770	4,961
760	Barry Col.-Miami Shores, Fla.	2,600	20	1,400	4,020
615	Beaver Col.-Glenside, Pa.	3,600	110	1,900	5,610
575	Belhaven Col.-Jackson, Miss.	1,850	-	1,100	2,950
700	Belmont Abbey Col.-Belmont, N.C.	2,063	100	1,420	3,583
600	Bennington Col.-Bennington, Vt.	6,100	-	1,440	7,540
600	Bethany Bible Col.-Santa Cruz, Ca.	1,460	340	1,343	3,143
710	Bethany Col.-Lindsborg, Kan.	1,926	105	1,305	3,336
350	Bethel Col.-Mishawaka, Ind.	2,144	50	1,250	3,444
515	Bethel Col.-North Newton, Kan.	2,180	70	1,340	3,590
300	Bluefield, Col.-Bluefield, Va.	1,350	50	1,395	2,795
650	Bluffton Col.-Bluffton, Ohio	2,900	78	1,200	4,178
450	Boca Raton,Col. of-Boca Raton,Fla.	2,600	-	1,600	4,200
600	Brescia Col.-Owensboro, Ky.	1,590	65	1,230	2,885
500	Bryan Col.-Dayton, Tenn.	1,870	102	1,600	3,572
770	Buena Vista Col.-Storm Lake, Iowa	2,900	-	1,180	4,080
800	California Bapt.Col.-Riverside, Ca.	1,800	142	1,250	3,192
540	Calif.Inst.of the Arts-Valencia,Ca.	3,750	78	1,860	5,688
750	Cardinal Stritch Col.-Milwaukee,Wi.	2,200	-	1,170	3,370
625	Central Meth.Col.-Fayette, Mo.	2,350	35	1,000	3,385
350	Central Wesleyan Col.-Central, S.C.	2,464	20	1,080	3,564
775	Centre Col. of Ky.-Danville, Ky.	3,300	200	1,600	5,100
400	Coker Col.-Hartsville, S.C.	2,322	163	1,340	3,825
620	Columbia Bible Col.-Columbia, S.C.	1,575	185	1,395	3,155
650	Concordia Col.-St. Paul, Minn.	2,160	-	1,215	3,375
430	Concordia Col.-Bronxville, N.Y.	1,995	175	1,510	3,680
560	Covenant Col.-Lookout Mt.,Tenn.	2,600	40	1,270	3,910
500	Culver-Stockton Col.-Canton, Mo.	2,530	50	1,470	4,050

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Enrol. 800 & Under	All Private Co-Ed	Tuition	Fees	R & B	Total
735	Curry Col. - Milton, Mass.	3,200	85	1,940	5,225
485	Dakota-Wesleyan Univ.-Mitchell,S.D.	1,865	191	1,250	3,306
450	Dana Col.-Blair, Neb. (76-77)	2,300	290	1,115	3,705
660	Defiance Col.-Defiance, Ohio	2,800	120	1,260	4,180
625	Doane Col.-Crete, Neb.	2,570	-	1,200	3,770
345	Dominican Col.of San Rafael-Ca.	2,580	52	1,695	4,327
760	Dubuque, Univ. of -Dubuque, Iowa	2,400	50	1,250	3,650
530	Eastern Col.-St. Davids, Pa.	2,720	220	1,310	4,250
715	Edgecliff Col.-Cincinnati, Ohio	2,176	10	1,430	3,616
600	Edgewood Col.-Madison, Wis.	2,400	-	1,350	3,750
550	Eisenhower Col.-Seneca Falls, N.Y.	3,400	200	1,700	5,300
580	Emmanuel Col.-Boston, Mass.	2,960	165	1,575	4,700
640	Erskine Col.-Due West, S.C.	2,400	270	1,230	3,900
450	Eureka Col.-Eureka, Ill.	2,800	-	1,550	4,350
720	Flagler Col.-St. Augustine, Fla.	1,900	-	1,265	3,165
700	Florida Memorial Col.-Miami,Fla.(77-78)	1,920	162	1,200	3,282
725	Fontbonne Col.-Clayton, Mo.	2,400	70	1,450	3,920
400	Fort Wright Col.-Spokane, Wash.(77-78)	2,100	50	1,500	3,650
700	Franklin Col.-Franklin, Ind.	3,170	60	1,400	4,630
600	Free Will Bapt.Bible Col.-Nashville, Tenn.	1,100	88	1,280	2,468
700	George Fox Col.-Newberg, Ore.	2,640	90	1,460	4,190
700	George Williams Col.-Downers Grove, Ill.	1,925	120	1,512	4,557
600	Golden Gate Univ.-San Francisco,Ca.	1,725	50	2,575	4,350
560	Grace Col.-Winona Lake, Ind.	2,100	170	1,500	3,770
500	Grace Col.of the Bible-Omaha, Neb.	1,500	100	1,150	2,750
550	Great Falls, Col.of-Great Falls,Mont.	1,800	200	1,080	3,080
635	Greensboro Col.-Greensboro, N.C.	2,070	300	1,160	3,530
700	Gwynedd-Mercy Col.-Gwynedd Valley,Pa.	2,200	-	1,500	3,700
470	Harvey Mudd Col.-Claremont, Cal.	4,100	365	1,951	6,416
730	Hastings Col.-Hastings, Neb.	2,400	180	1,350	3,930
480	New College-Hempstead, N.Y.	3,124	395	2,140	5,659
255	Holy Names Col.-Oakland, Cal.	2,600	60	1,625	4,285
650	Huntington Col.-Montgomery, Ala.	1,850	40	1,550	3,440
575	Huntington Col.-Huntington, Ind.	2,585	124	1,360	4,069
350	Huron Col.-Huron, S.D.	2,175	35	1,240	3,450
750	Husson Col.-Bangor, Maine	2,300	132	1,450	3,882
750	Huston-Tillotson Col.-Austin,Texas	1,100	300	1,425	2,825
650	Idaho,The Col.of-Caldwell,Id.(77-78)	2,697	132	1,300	4,129
710	Illinois Col.-Jacksonville, Ill.	2,125	-	1,275	3,400
425	Indiana Inst.of Tech.-Ft.Wayne,Ind.	2,205	120	1,410	3,735
735	Iowa Wesleyan Col.-Mt.Pleasant,Ia.	2,730	180	1,165	4,075
650	Jamestown Col.-Jamestown, N.D.	2,430	60	1,375	3,865
700	Jarvis Christian Col.-Hawkins, Tex.	1,800	188	1,107	3,095
690	John Brown Univ.-Siloam Springs,Ark.	1,700	-	1,220	2,920
440	Judson Col.-Elgin, Ill.	2,160	150	1,480	3,790
550	Kansas City Art Inst.-Kans.City,Mo.	3,100	250	1,600	4,950

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Enrol. 800 & Under	All Private Co-Ed	Tuition	Fees	R & B	Total
475	Kansas Newman Col.-Wichita, Kan.	2,040	-	1,250	3,290
450	Kansas Wesleyan Univ.-Salina, Kan.	1,960	133	1,310	3,403
315	Kendall Col.-Evanston, Ill.	2,700	30	1,629	4,359
600	Kentucky Wesleyan Col.-Owensboro, Ky.	1,760	130	1,260	3,150
330	King Col,-Bristol, Tenn.	2,460	20	1,300	3,780
600	Lakeland Col.-Sheboygan, Wis.	2,645	240	1,535	4,420
800	Lambuth Col.-Jackson, Tenn.	2,000	125	1,200	3,325
700	Lane Col.-Jackson, Tenn.	1,600	170	1,260	3,030
780	LaGrange Col.-LaGrange, Ga.	1,845	45	1,065	2,955
550	LaRoche Col.-Pittsburgh, Pa.	2,040	50	1,550	3,640
800	Loretta Hts.Col.-Denver, Co.	3,350	45	1,750	5,145
400	Los Angeles Bapt.Col.-Newhall, Ca.	2,160	211	1,340	3,711
800	McKendree Col.-Lebanon, Ill.	2,688	-	1,400	4,088
510	McPherson Col.-McPherson, Kan.	2,260	140	1,365	3,765
735	Malone Col.-Canton, Ohio	2,542	75	1,350	3,967
295	Manhattan Christian Col.-Manhattan, Ks.	1,200	153	1,600	2,953
800	Manhattanville Col.-Purchase,N.Y.	3,800	30	1,975	5,805
550	Marian Col.-Indianapolis, Ind.	2,080	95	1,280	3,455
470	Marian Col.of Fond du Lac-Wis.(76-77)	1,550	80	1,170	2,800
200	Marlboro Col.-Marlboro, Vt.	4,100	165	1,905	6,170
770	Mary Col.-Bismarck, N.D.	1,698	50	1,135	2,883
635	Maryville Col.-Maryville, Tenn.	2,549	106	1,195	3,850
640	Menlo Col.-Menlo Park, Cal.	3,600	210	1,980	5,790
765	Milligan Col.-Milligan, Tenn.	1,792	59	1,450	3,301
700	Milton Col.-Milton, Wis.	2,350	180	1,500	4,030
450	Missouri Valley Col.-Marshall, Mo.	1,826	134	1,494	3,454
500	Mount Marty Col.-Yankton, S.D.	2,080	90	1,245	3,415
770	Mount Saint Mary Col.-Newburgh,N.Y.	2,520	115	1,540	4,175
325	Mount Senario Col.-Ladysmith, Wis.	2,610	-	1,380	3,990
565	Nasson Col.-Springvale, Maine	3,340	75	1,550	4,965
500	Nathaniel Hawthorne Col.-Antrim,NH.	3,350	193	1,100	4,643
360	Nazareth Col.at Kalamazoo-Nazareth, Mich.	2,800	15	1,490	4,305
685	Nichols Col.-Dudley, Mass.	2,950	302	1,700	4,952
530	N.C. Wesleyan Col.-Rocky Mt.,N.C.	1,970	-	1,320	3,290
420	Northeastern Bible Col.-Essex Fells, N.J.	1,858	100	1,310	3,270
650	Northland Col.-Ashland, Wis.	2,750	135	1,525	4,410
350	Northwest Christian Col.-Eugene,Or.	1,440	76	1,285	2,801
475	Notre Dame,Col.of-Belmont, Cal.	2,500	50	1,650	4,200
550	Nyack Col.-Nyack, N.Y.	2,240	174	1,468	3,882
550	Oakland City Col.-Oakland City,Ind.	1,899	66	1,290	3,255
690	Ohio Dominican Col.-Columbus, Ohio	2,730	-	1,540	4,270
800	Olivet Col.-Olivet, Mich.	3,100	130	1,500	4,730
560	Ottawa Univ.-Ottawa, Kan.	-	-	-	3,625
450	Our Lady of the Elms,Col.of-Chicopee, Mass.	2,450	100	1,400	3,950
715	Our Lady of the Lake Univ.-San Antonio,Tx.	1,920	100	1,400	3,420

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Enrol. 800 & Under	All Private Co-Ed	Tuition	Fees	R & B	Total
500	Ozarks,Col.of the-Clarksville,Ark.	850	60	1,000	1,910
450	White Plains,The Col.of-Wh.Pl.,N.Y.	2,400	100	1,700	4,200
355	Pacific Christian Col.-Fullerton,Ca	1,940	70	1,770	3,780
450	Pacific Col.-Fresno, Cal.	2,420	80	1,475	3,975
500	Palm Beach Atlantic Col.-W.P.B.,Fl.	1,300	70	1,250	2,620
650	Park Col.-Parkville, Mo.	2,620	80	1,300	4,000
525	Paul Quinn Col.-Waco, Tex.	1,350	275	1,600	3,225
580	Phila.Col.of Bible-Phila. Pa.	2,000	106	1,460	3,566
765	Phillips Univ.-Enid, Okla.	1,824	101	1,240	3,165
725	Pitzer Col.-Claremont, Cal.	4,070	30	1,890	5,990
650	Post Col.-Waterbury, Conn.	2,372	-	1,704	4,076
800	Quincy Col. -Quincy, Ill.	2,600	42	1,430	4,072
650	Roberts Wesleyan Col.-Rochester,NY	2,635	50	1,525	4,210
700	Rockford Col.-Rockford, Ill.	3,200	-	1,455	4,655
510	Rocky Mountain Col.-Billings,Mont.	1,850	100	1,250	3,200
800	Rosary Col.-River Forest, Ill.	2,500	30	1,640	4,170
735	Rust Col.-Holly Springs, Miss.	2,125	205	1,089	3,419
650	St.Andrews Presb.Col.-Laurinburg,NC	2,600	-	1,345	3,945
525	St. Francis, Col.of-Joliet, Ill.	2,340	40	1,490	3,870
410	St. Francis Col.-Fort Wayne,Ind.	1,728	50	1,560	3,338
375	St. John's Col.-Annapolis, Md.	4,250	-	1,600	5,850
250	St. John's Col.-Santa Fe, N.M.	4,250	-	1,575	5,825
800	St. Joseph's Col.-N.Windham, Me.	2,250	75	1,400	3,725
720	St.Louis Col.of Pharmacy-St.Louis, Mo.	2,280	34	1,600	3,914
400	St. Martin's Col.-Lacey, Wash.	2,550	50	1,450	4,050
450	St.Mary of Plains Col.-Dodge City, Kan.	2,000	70	1,300	3,370
660	St. Paul's Col.-Lawrenceville, Va.	1,675	279	1,275	3,229
775	Sarah Lawrence Col.-Bronxville,NY	4,750	40	2,250	7,040
155	Shimer Col.-Mount Carroll, Ill.	2,700	300	1,700	4,700
650	Siena Heights Col.-Adrian,Mich.	2,040	-	1,402	3,442
250	Silver Lake Col.of Holy Family-Manitowoc,Wisc.	2,350	-	1,450	3,800
500	Sioux Falls Col.-Sioux Falls, SD	2,200	275	1,290	3,765
280	Southeastern Bible Col.-Birmingham, Ala.	1,280	170	1,310	2,760
495	Southern Benedictine Col.-St. Bernard,Ala.	1,500	188	1,516	3,204
750	Southwestern Adventist Col.-Keene, Tex.	2,688	48	1,200	3,936
700	Southwestern Col.-Winfield,Kan.	2,075	-	1,200	3,275
600	Spalding Col.-Louisville, Ky.	1,800	48	1,260	3,108
730	Spring Arbor Col.-Spring Arb., Mich.	2,800	-	1,350	4,150
760	Spring Hill Col.-Mobile, Ala.	2,600	120	1,700	4,420
545	Sterling Col.-Sterling, Kan.	2,275	-	1,175	3,450
800	Steubenville,The Col.of-Steubenv.Oh.	2,350	25	1,550	3,925
455	Tabor Col.-Hillsboro, Kan.	2,496	119	1,452	4,067
450	Tarkio Col.-Tarkio, Mo.	2,400	101	1,300	3,801
500	Tennessee Wesleyan Col.-Athens,Tn.	1,575	21	1,410	3,006
575	Texas Col.-Tyler, Texas	1,350	365	1,260	2,975
470	Thomas Col.-Waterville, Maine	2,950	60	1,775	4,785

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Enrol. 800 & Under	All Private Co-Ed	Tuition	Fees	R & B	Total
700	Thomas Moore Col.-Ft.Mitchell,Ky.	1,590	114	1,380	3,084
780	Transylvania Univ.-Lexington,Ky.	3,200	-	1,575	4,775
410	Trinity Christian Col.-Palo Hts.Il.	2,350	-	1,500	3,850
525	Tusculum Col.-Greeneville,Tenn.	2,130	75	1,550	3,755
225	United Wesleyan Col.-Allentown,Pa.	1,660	390	1,480	3,530
410	Unity Col.-Unity, Maine	2,550	113	1,500	4,163
515	Upper Iowa Univ.-Fayette,Iowa	2,800	280	1,220	4,300
725	Urbana Col.-Urbana, Ohio	2,100	87	1,590	3,777
510	Ursuline Col.-Cleveland, Ohio	2,070	-	1,350	3,420
400	Vermont Col.-Montpelier, Vt.	2,900	156	1,734	4,790
770	Virginia Intermont Col.-Bristol,Va.	2,250	15	1,570	3,835
800	Virginia Wesleyan Col.-Norfolk,Va.	2,750	40	1,350	4,140
470	Walsh Col.-Canton, Ohio	2,200	142	1,400	3,742
680	Washington Col.-Chestertown, Md.	3,000	156	1,400	4,556
700	Wayland Baptist Col.-Plainview,Tex.	1,480	84	1,236	2,800
750	Waynesburg Col.-Waynesburg,Pa.	2,950	174	1,420	4,544
625	Westmar Col.-LeMars, Iowa	2,485	150	1,265	3,900
735	Wheeling Col.-Wheeling, W.Va.	2,530	100	1,580	4,210
595	Wheelock Col.-Boston, Mass.	3,500	150	1,900	5,550
650	William Penn Col.-Oskaloosa, Iowa	2,800	180	1,310	4,290
700	Wilmington Col.-Wilmington, Ohio	2,550	210	1,495	4,255
375	Windham Col.-Putney, Vt.	3,150	170	1,300	4,620
		468,927	20,398	281,070	774,972
	Number of Colleges	196	163	196	197
	Average	2,392	125	1,434	3,934
	High	6,100	395	2,575	7,540
	Low	850	10	1,000	1,910
523	Bacone College, Muskogee, OK	1,500	75	1,400	2,975

12 of 196 Tu.below 1500 — 6.12%

85 of 196 R&B below 1400 — 43.37%

13 of 197 Tu&RB below 2900 — 6.6%

Appendix 3, page 6

OKLAHOMA

Enrol.		Tuition	Fees	R & B	Total
1,175	Bethany Nazarene College	1,400	90	1,250	2,740
2,900	Cameron University	448	7	1,062	1,517 + 675
2,500	East Central University	550	20	950	1,520 + 700
	Langston University	360	75	900	1,335 + 560
4,370	Northeastern Okla.State Univ.	420	87	1,216	1,723 + 600
1,900	Northwestern Okla. State Univ.	398	17	1,056	1,471 + 600
14,500	Oklahoma, University of	524	50	1,213	1,787 + 994
1,550	Oklahoma Baptist University	1,500	175	1,015	2,690
1,495	Oklahoma Christian College	1,480	20	1,180	2,680
2,200	Oklahoma City University	1,760	10	1,350	3,120
1,250	Oklahoma Panhandle State Univ.	374	65	1,000	1,439 + 593
17,255	Oklahoma State University	540		1,100	1,640 + 910
3,500	Oral Roberts University	1,900	119	1,750	3,769
765	Phillips University	1,824	101	1,240	3,165
4,500	Southeastern Okla. State Univ.	404	12	1,150	1,566 + 592
4,700	Southwestern Okla. State Univ.	400	21	800	1,221 + 680
3,400	Tulsa, University of	1,900	30	1,230	3,160

Appendix Four. Selected Characteristics of Students in BIA Schools, 1965-1976

Year	Total Number Enumerated	Percent in BIA Schools	Percent in Public Schs.	Percent in Mission & Other	Number High Sch. Graduates	Percent Fullbloods
1965		32.2	61.4	6.4		
1966	152,114	32.6	61.3	6.1	2167	81.4
1967		33.6	60.0	6.4		
1968	152,088	32.7	61.3	6.0	2041	80.9
1969*	198,965	27.3	66.7	6.0	2039	80.2
1970	205,574	25.8	68.4	5.8	1939	79.1
1971	206,683	25.7	68.8	5.5	2090	78.4
1972	213,245	24.7	70.2	5.1	1958	77.4
1973	205,042	25.6	68.5	5.9	1685	77.2
1974						
1975	208,607	24.6	69.9	5.5	1511	76.5
1976	216,168	22.7	71.8	5.5	1400	74.7

---

* Prior to 1969, total students enumerated were 6-18 years old, and 1969 and later the total enumerated has been 5-18 years old.

(Source: BIA, "Statistics Concerning Indian Education")

Year	Number of Undergraduates	Number of Postgraduates	Number of Undergraduates Earning degrees	Number of Graduates Earning deg.	5-18 (or 6-18) Percent Not in School
1965					
1966					5.1
1967					
1968			181		4.3
1969					6.3
1970					5.9
1971					4.8
1972	12,045	393	580	72	4.3
1973	13,069	489	770	168	4.3
1974					
1975			1,497		5.4
1976	17,661	1,019	1,398	279	4.2

Year	Number in High School	Number in Twelfth Grade	Percent in Twelfth Graduating	Total Number of Schools	Total Boarding Schools	Total Day Schools
1965						
1966	10,997	1,936		254	81	173
1967						
1968	11,982	2,296	88.9	244	77	147
1969	12,361	2,392	85.2	241	77	144
1970	12,191	2,353	82.4	234	77	136
1971	12,201	2,522	82.9	219	77	121
1972	12,133	2,420	80.9	218	78	119
1973	11,658	2,324	72.5	214	76	117
1974						
1975	11,020	2,045	73.9	212	77	116
1976	10,894	1,899	73.7	204	74	114

Appendix Five

Table 3.4
Total enrollment in institutions of higher education, by type and control of institution, with low and high alternative projections: Fall 1972 to fall 1982

/Source: NCES, 1978(c)/

Type and control of institution	Fall of year					
	1972	1973	1974	1975	1976	
	(In thousands)					
All institutions	9,215	9,602	10,224	11,185	11,012	
4-year institutions	6,459	6,592	6,820	7,215	7,129	
Universities	2,621	2,630	2,702	2,838	2,780	
Other 4-year institutions	3,838	3,962	4,117	4,376	4,349	
2-year institutions	2,756	3,010	3,404	3,970	3,883	
Public institutions	7,071	7,420	7,988	8,835	8,653	
4-year institutions	4,430	4,530	4,703	4,998	4,902	
Universities	1,941	1,951	2,007	2,124	2,080	
Other 4-year institutions	2,489	2,579	2,696	2,874	2,822	
2-year institutions	2,641	2,890	3,285	3,838	3,752	
Private institutions	2,144	2,183	2,235	2,350	2,359	
4-year institutions	2,029	2,062	2,117	2,217	2,227	
Universities	680	679	696	714	700	
Other 4-year institutions	1,349	1,383	1,421	1,503	1,527	
2-year institutions	115	120	119	134	132	
	Projected low alternative					
	1977	1978	1979	1980	1981	1982
All institutions	11,287	11,408	11,524	11,631	11,646	11,602
4-year institutions	7,159	7,123	7,088	7,059	6,982	6,876
2-year institutions	4,128	4,285	4,436	4,572	4,664	4,726
Public institutions	8,922	9,059	9,189	9,309	9,352	9,348
4-year institutions	4,933	4,912	4,893	4,878	4,830	4,763
2-year institutions	3,989	4,147	4,296	4,431	4,522	4,585
Private institutions	2,365	2,349	2,335	2,322	2,294	2,254
4-year institutions	2,226	2,211	2,195	2,181	2,152	2,113
2-year institutions	139	138	140	141	142	141
	Projected high alternative					
	1977	1978	1979	1980	1981	1982
All institutions	11,696	12,156	12,635	13,122	13,511	13,841
4-year institutions	7,888	7,508	7,622	7,728	7,764	7,752
2-year institutions	4,308	4,648	5,013	5,394	5,747	6,089
Public institutions	9,255	2,679	10,122	10,575	10,955	11,291
4-year institutions	5,090	5,179	5,264	5,343	5,375	5,374
2-year institutions	4,165	4,500	4,858	5,232	5,580	5,917
Private institutions	2,441	2,477	2,513	2,547	2,556	2,550
4-year institutions	2,298	2,329	2,358	2,358	2,389	2,378
2-year institutions	143	148	155	162	167	171

NOTE: Details may not add to totals because of rounding.

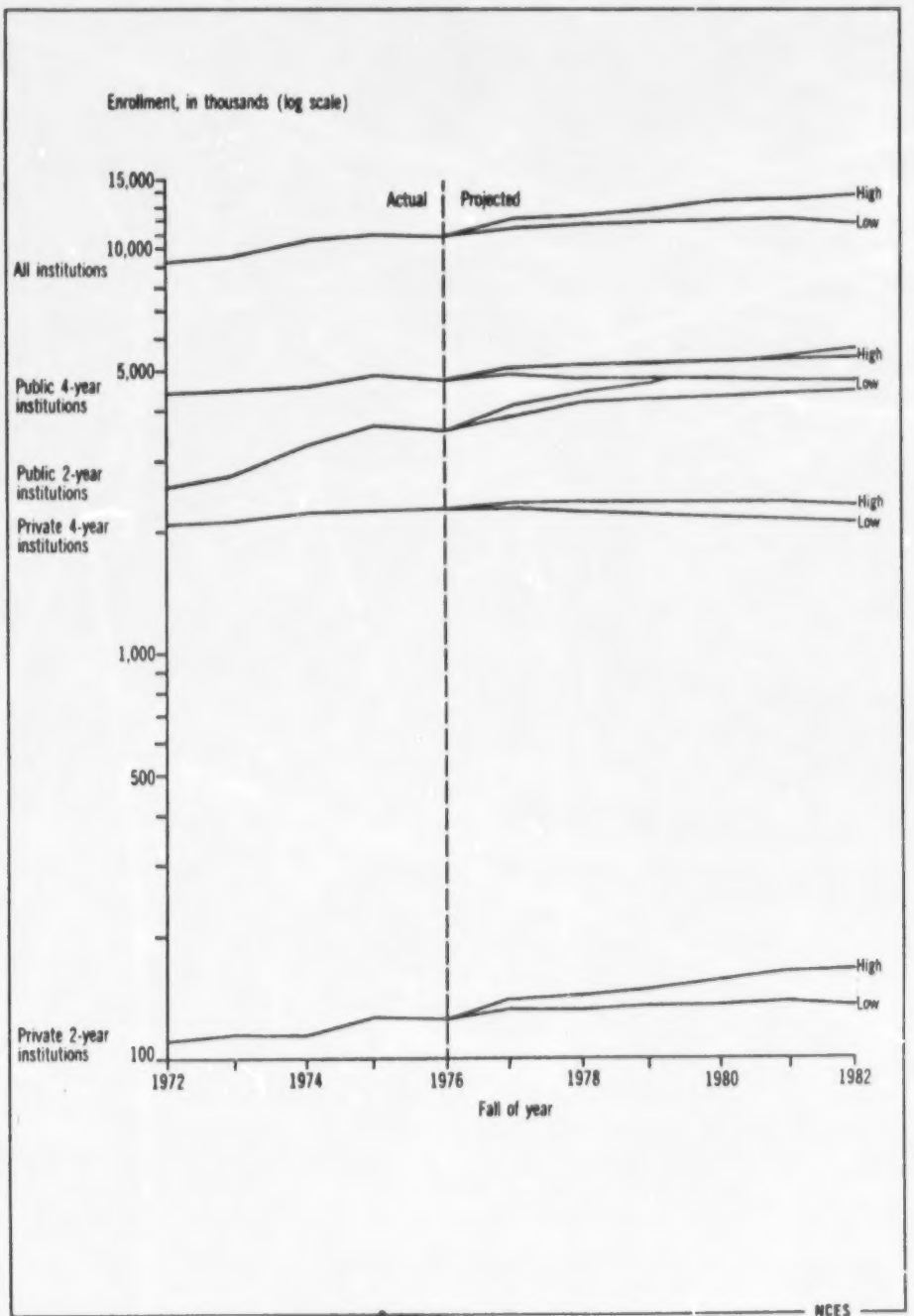
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Digest of Education Statistics, 1977-78*, and *Projections of Education Statistics to 1986-87*.

Appendix Six

/Source: NCES, 1978(c)/

Chart 3.4
Enrollment in Institutions of Higher Education

Projected enrollment growth in higher education is greatest for public 2-year institutions.



Appendix Seven

/Source: NCES, 1978(c)/

Table 3.9
Number of institutions of higher education and branches, by control and level of institution: Aggregate United States, academic year ending 1970 to 1977

Control and level of institution	1970	1971	1972	1973	1974	1975	1976	1977
Total	2,836	2,855	2,902	2,951	3,018	3,038	3,055	3,075
4-year	1,773	1,799	1,806	1,834	1,867	1,887	1,914	1,928
2-year	1,063	1,056	1,096	1,117	1,151	1,151	1,141	1,147
Public	1,312	1,335	1,381	1,414	1,445	1,453	1,454	1,467
4-year	519	530	536	541	549	552	553	558
2-year	793	805	845	873	896	901	901	909
Private	1,524	2,520	1,521	1,537	1,573	1,585	1,601	1,608
4-year	1,254	1,269	1,270	1,293	1,318	1,335	1,361	1,370
2-year	270	251	251	244	255	250	240	238
				Percentage distribution				
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4-year	62.5	63.0	62.2	62.1	61.8	62.1	62.7	62.7
2-year	37.5	37.0	37.8	37.9	38.1	37.9	37.3	37.3
Public	46.3	46.8	47.6	47.9	47.9	47.8	47.6	47.7
4-year	18.3	18.6	18.5	18.3	18.2	18.2	18.1	18.1
2-year	28.0	28.2	29.1	29.6	29.7	29.7	29.5	29.6
Private	53.7	53.2	52.4	52.1	52.1	52.2	52.4	52.3
4-year	44.2	44.4	43.8	43.8	43.7	43.9	44.5	44.6
2-year	9.5	8.8	8.6	8.3	8.4	8.2	7.9	7.7

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Education Directory, Colleges and Universities, 1976–77.*

Appendix Eight

NATIVE AMERICAN MUSEUMS

NUMBER BY STATE

State	Number of Museums
Alaska	11
Arizona	7
California	3
Colorado	1
Connecticut	1
Florida	2
Idaho	2
Kansas	1
Louisiana	1
Maine	2
Montana	3
New Mexico	9
New York	4
North Carolina	1
North Dakota	2
Oklahoma	11
Rhode Island	1
South Dakota	7
Texas	2
Virginia	1
Washington	3
Wisconsin	3
Wyoming	1
Total, 23 States	79
Canada	8

/Source: Smithsonian Institution/

Appendix Nine

C = College
P = Prof.
G + Graduate

SCIENCE EDUCATION PROGRAMS FOR AMERICAN INDIANS IN U.S.

State	No. Indian Students	Level	Total Indian Funds
AZ	25?	C	$ 50,000?
WA	150	C	1,350,000
AK	15	C	138,000
UT	6	C	50,000
KS	7	C	87,000
UT	24	C	90,000
AZ	4	C	27,000
NM	42	C	200,000
OK	25?	C,P,G	75,000?
MI	20	C	50,000?
MT	40	C	249,000
CA	33	C	150,000
SD	20	C	100,000
OK	500	C	131,000
AZ	200	C	130,000
AK	415	C	641,000
OK	20?	G	75,000?
CA	68	G	150,000?
NH	13	P	70,000
OK	5?	C	7,000?
NC	15?	C	5,000?
NY	10?	C	-
OK	10?	C	140,000?
NM	10?	C,G	100,000?
CA	5?	C,G	80,000?
OK	5?	C	60,000?
TX	5?	C	5,000?
NM	10?	C	1,000?
MI	5?	C	32,000?
CA	5?	C	1,000?
CA	5?	C	-
TX	5?	C	10,000?
CO	10?	C	-
IL	5?	C,G	4,000?
MS	5?	C	7,000?
CA	10?	C	5,000?
NJ	5?	C	300?
AZ	10	C	295,000
WA	5?	C	20,000?
AL	2?	C	3,000?
CA	5?	C	-
IA	5?	P	5,000?
	1,784		$5,043,300

23 Programs for American Indians
36 All Minorities, incl. American Indians
84 All Minorities

/Source: Malcom, et alia, 1976/

Appendix Ten

Table 3.22a
Number of participants in adult basic and secondary education programs, by racial/ethnic group: Aggregate United States, fiscal year 1976

Item	Total	American Indian	Black	Asian American	Hispanic	White and other
Number	1,651,094	17,277	394,440	137,178	360,223	741,976
Percent	100.0	1.0	23.9	8.3	21.8	44.9

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Adult Basic Education 1976.*

Appendix Eleven

Table 3.6
Full-time enrollment in institutions of higher education, by racial/ethnic group and level and control of institution: Aggregate United States, fall 1976

Level of institution	Total	White [1]	Black [1]	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native	Non-resident alien
UNIVERSITY:							
Number	2,079,939	1,794,252	107,399	56,115	42,401	9,494	70,278
Percent	100.0	86.3	5.2	2.7	2.0	0.5	3.4
Private:							
Number	480,729	401,856	31,403	10,717	10,511	1,657	24,585
Percent	100.0	83.6	6.5	2.2	2.2	0.3	5.1
Public:							
Number	1,589,210	1,382,396	75,996	45,398	31,890	7,837	45,693
Percent	100.0	87.0	4.8	2.9	2.0	0.5	2.9
OTHER 4-YEAR:							
Number	3,015,236	2,447,698	330,324	113,188	43,202	15,302	65,522
Percent	100.0	81.2	11.0	3.8	1.4	0.5	2.2
Private:							
Number	1,139,262	944,427	107,116	41,584	11,444	3,446	31,245
Percent	100.0	82.9	9.4	3.7	1.0	0.3	2.7
Public:							
Number	1,875,974	1,503,271	223,208	71,604	31,758	11,856	34,277
Percent	100.0	80.1	11.9	3.8	1.7	0.6	1.8
2-YEAR							
Number	1,690,775	1,272,034	221,874	119,444	33,908	18,424	25,091
Percent	100.0	75.2	13.1	7.1	2.0	1.1	1.5
Private:							
Number	118,507	78,920	16,479	18,100	700	1,496	2,812
Percent	100.0	66.6	13.9	15.3	0.6	1.3	2.4
Public:							
Number	1,572,268	1,193,114	205,395	101,344	33,208	16,928	22,279
Percent	100.0	75.9	13.1	6.4	2.1	1.1	1.4

[1] Non-Hispanic.

NOTE: These data do not include those institutions that did not provide information by ethnic and racial categories.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights and National Center for Education Statistics, preliminary data.

Appendix Twelve

Table 3.17
Higher education degrees earned by racial/ethnic group and sex: Aggregate United States, 1975–76

Level of degree	Total		White [1]		Black [1]		Hispanic		American Indian/ Alaskan native		Asian or Pacific Islander		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per cent
Associate:														
Total	488,677	100.0	413,100	84.5	40,965	8.4	22,714	4.6	2,517	0.5	5,695	1.2	3,686	0.8
Male	256,782	100.0	219,019	85.3	19,163	7.5	11,838	4.6	1,298	0.5	3,003	1.2	2,461	1.0
Female	231,895	100.0	194,081	83.7	21,802	9.4	10,876	4.7	1,219	0.5	2,692	1.2	1,225	0.5
Bachelor's:														
Total	927,085	100.0	811,772	87.6	59,187	6.4	26,220	2.8	3,498	0.4	11,323	1.2	15,085	1.6
Male	503,226	100.0	444,768	88.4	25,660	5.1	13,594	2.7	1,916	0.4	6,359	1.3	10,929	2.2
Female	423,859	100.0	367,004	86.6	33,527	7.9	12,626	3.0	1,582	0.4	4,964	1.2	4,156	1.0
Master's:														
Total	310,493	100.0	262,851	84.7	20,351	6.6	6,379	2.1	795	0.3	4,037	1.3	16,080	5.2
Male	165,971	100.0	139,539	84.1	7,809	4.7	3,316	2.0	432	0.3	2,499	1.5	12,376	7.5
Female	144,522	100.0	123,312	85.3	12,542	8.7	3,063	2.1	363	0.3	1,538	1.1	3,704	2.6
Medicine:														
Total	13,487	100.0	11,993	88.9	708	5.2	304	2.3	47	0.3	227	1.7	208	1.5
Male	11,294	100.0	10,163	90.0	504	4.5	245	2.2	36	0.3	177	1.6	169	1.5
Female	2,193	100.0	1,830	83.4	204	9.3	59	2.7	11	0.5	50	2.3	39	1.8
Law:														
Total	32,483	100.0	29,520	90.9	1,519	4.7	858	2.6	75	0.2	312	1.0	199	0.6
Male	26,237	100.0	23,999	91.5	1,102	4.2	697	2.7	59	0.2	230	0.9	150	0.6
Female	6,246	100.0	5,521	88.4	417	6.7	161	2.6	16	0.3	82	1.3	49	0.8
Ph.D. or Ed.D.:														
Total	33,799	100.0	27,435	81.2	1,213	3.6	407	1.2	93	0.3	583	1.7	4,068	12.0
Male	26,016	100.0	20,853	80.2	771	3.0	294	1.1	77	0.3	480	1.8	3,541	13.6
Female	7,783	100.0	6,582	84.6	442	5.7	113	1.5	16	0.2	103	1.3	527	6.8

[1] Non-Hispanic.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Civil Rights and National Center for Education Statistics, unpublished tabulations.

Appendix Thirteen

Table 3.14
Total withdrawal rate [1] for 2-year and 4-year college students [2] and graduation rate for 2-year college students by financial aid status, academic ability, race, educational aspirations, and socioeconomic status (SES): 1974

Student characteristic	Total withdrawal rate [3]				Graduation rate for 2-year college students	
	4-year college students		2-year college students			
	Aided	Not aided	Aided	Not aided	Aided	Not aided
Ability:						
Low	37.0 (26.5)	53.4 (44.9)	53.1 (40.6)	63.3 (54.8)	1[illegible].0	4.1
Middle	26.0 (19.6)	35.1 (27.7)	39.3 (33.7)	47.8 (40.9)	21.3	11.7
High	14.4 (11.1)	21.8 (17.2)	18.6 (15.1)	43.2 (37.7)	31.3	16.2
Race:						
White	20.9 (15.6)	29.0 (22.5)	34.0 (25.5)	49.1 [illegible]	25.[illegible]	12.2
Black	24.4 (18.4)	46.2 (37.5)	43.5 (33.5)	67.1 (58.0)	11.[illegible]	4.1
Educational aspirations:						
Vocational-technical school	73.3 (53.0)	79.9 (66.3)	62.8 (48.4)	79.5 (69.9)	13.1	5.1
2-year college	53.8 (45.3)	74.1 (51.8)	60.0 (44.4)	60.4 (51.7)	20.7	10.7
4-year college	25.8 (19.9)	30.9 (25.2)	34.5 (29.3)	41.8 [illegible]35.5)	24.2	11.3
Graduate school	14.9 (10.9)	20.2 (15.0)	21.6 (16.0)	36.0 (30.8)	22.7	15.7
Socioeconomic status (SES):						
Low	30.8 (22.8)	52.6 (43.0)	46.7 (38.7)	64.3 (56.3)	15.8	6.4
Middle	22.6 (16.7)	37.5 (30.2)	34.5 (29.3)	55.1 (46.6)	25.0	10.4
High	14.4 (10.9)	22.2 (16.4)	25.0 (17.3)	38.6 (33.3)	22.6	13.8

[1] Percentage of those in a given enrollment and financial aid status who have withdrawn.
[2] Includes those attending college in 1972 or 1973, but not in 1974.
[3] Includes those who withdrew for academic and nonacademic reasons. Figures in parentheses are nonacademic withdrawal rates; subtracting these figures from the ones preceding them will give academic withdrawal rates for that subgroup.

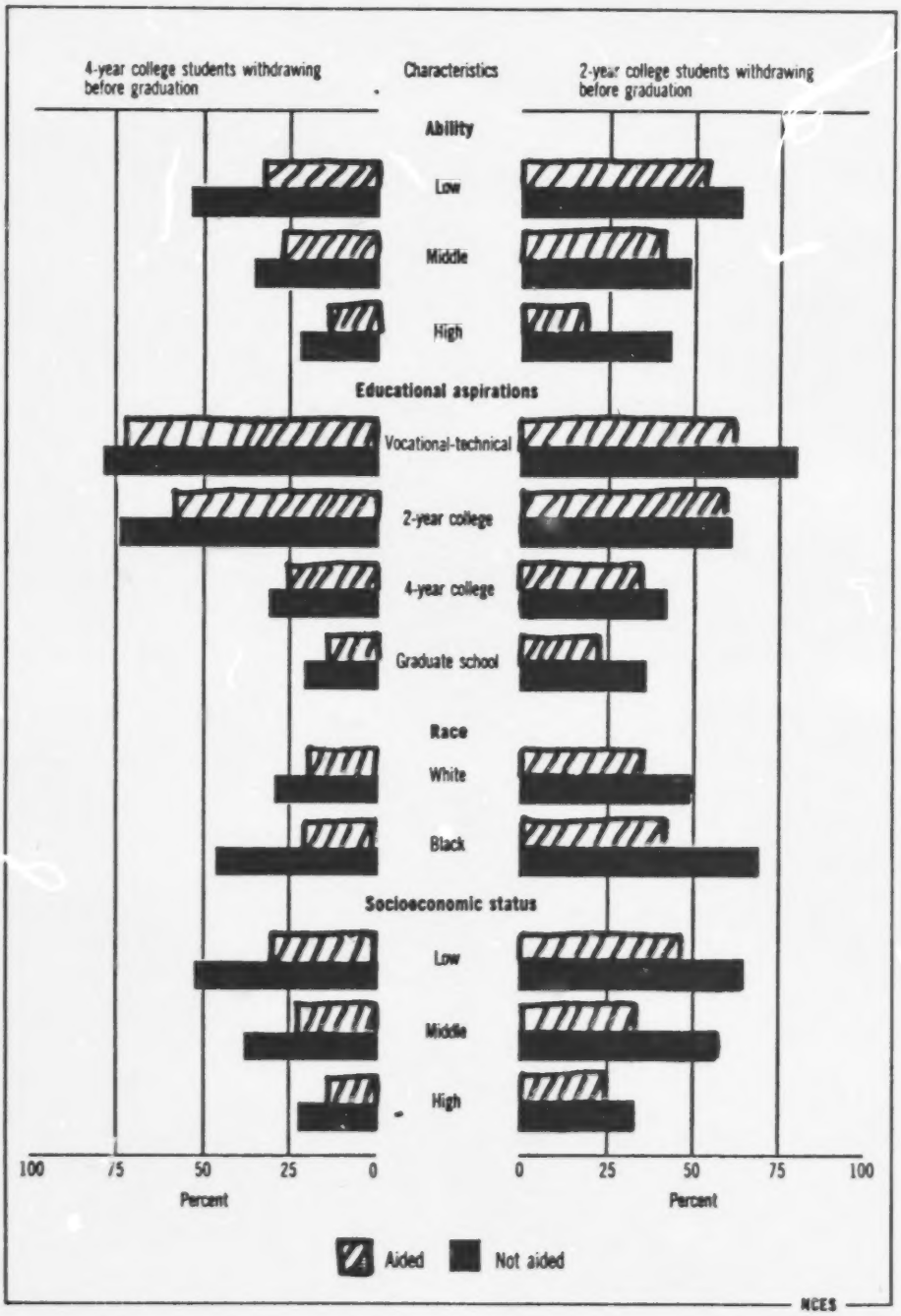
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished tabulations.

Appendix Fourteen

Chart 3.14
Financial Aid Status and College Withdrawal Rates

/Source: NCES, 1978(c)/

College students who receive financial aid have lower withdrawal rates than those who do not.



Appendix Fifteen

NUMBERS OF DONORS TO BACONE COLLEGE, BY AMOUNT OF HIGHEST CONTRIBUTION AND CATEGORY, FY 75--FY 78

	Amounts										
Categories	0-5	6-10	11-25	26-50	51-100	101-250	251-500	501-1,000	1,001-5,000	5,001-10,000	Over 10,000
Bus./Foundations	8	3	31	21	34	24	20	14	11	1	6
D.A.R.	284	158	182	55	44	21	11	5	4	0	0
Alumnae	39	23	38	15	23	1	2	1	0	0	0
Muskogee	12	23	37	51	55	40	24	10	8	0	1
Baptist Churches	40	114	249	298	306	240	102	27	12	1	0
Baptist Members	422	394	517	187	167	71	37	12	5	0	0
Baptist Sun.Schools	38	119	265	187	99	43	12	2	2	0	0
Miscellaneous	562	391	529	228	168	73	47	14	7	0	2
Estates	0	0	0	1	0	1	1	4	4	1	4

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Appendix Sixteen

ABC CHURCHES BENEVOLENCE BUDGET AND CONTRIBUTIONS

TO BACONE BY STATE, FY 79

Churches with Benevolence Budget/Number of Churches Giving to Bacone

Possibility Code: Range of Church Benevolence Budget					
	0-1000	1-5000	5-10,000	10-20,000	+20,000
Alaska	0/0	1/0	0/0	0/0	0/0
Arizona	3/1	1/0	0/0	0/0	0/0
California	71/18	70/9	10/0	10/3	6/1
Connecticut	37/7	10/1	1/0	0/0	1/0
Delaware	6/2	0/0	0/0	0/0	0/0
D. C., Wash.	2/0	6/0	10/1	11/0	11/2
Hawaii	2/0	2/0	1/0	0/0	0/0
Illinois	0/(75)	0/0	0/0	0/0	0/0
Indiana	172/16	63/12	8/3	1/1	1/0
Iowa	20/4	25/8	19/10	4/2	1/1
Kansas	88/26	35/8	2/1	1/0	0/0
Maine	0/(4)	0/0	0/0	0/0	0/0
Maryland					
Massachusetts	51/1	100/10	38/3	22/4	5/1
Michigan	0/(35)	0/0	0/0	0/0	0/0
Minnesota	0/(8)	0/0	0/0	0/0	0/0
Missouri					
Montana	8/0	1/0	0/0	0/0	0/0
Nebraska	34/19	5/4	0/0	0/0	0/0
Nevada	5/0	0/0	0/0	0/0	0/0
New Hampshire	42/2	16/3	0/0	1/0	0/0
New Jersey	80/18	39/9	5/0	2/1	2/1
New York	121/2	163/12	49/11	29/5	7/2
North Dakota	14/2	2/0	0/0	0/0	0/0
Ohio	73/12	40/7	7/1	1/1	1/0
Oregon	14/0	23/0	9/0	4/1	1/0
Pennsylvania	140/25	55/8	6/2	2/0	0/0
Rhode Island	22/0	33/0	17/0	5/0	0/0
South Dakota	28/0	2/0	0/0	0/0	0/0
Vermont	46/0	6/0	1/0	0/0	0/0
Washington	15/0	5/0	0/0	0/0	0/0
West Virginia	344/2	119/3	33/4	22/3	15/3
Wisconsin	25/9	5/2	1/1	0/0	0/0

Appendix Seventeen: AMERICAN BAPTIST CHURCH GIVING TO BACONE COLLEGE BY STATE, FY 76--FY 78

State	FY 76	# Churches	FY 77	# Churches	FY 78	# Churches
Arizona			$ 35.00	2	$ 225.00	3
California	$ 7,708.83	41	22,423.35	47	19,390.03	124
Colorado	5,312.30	18	4,832.16	25	6,530.53	30
Connecticut	435.00	6	1,454.81	26	575.00	21
District Columbia	250.00	2	100.00	2	175.00	3
Delaware	200.00	1		1	250.00	2
Iowa	6,929.56	34	9,076.12	61	9,969.80	70
Idaho	545.00	2	250.00	2	490.11	3
Illinois	11,010.13	69	16,105.68	112	19,120.72	117
Indiana	4,306.18	27	8,416.80	64	8,984.95	68
Kansas	5,957.96	35	16,527.21	72	17,182.06	72
Maine	184.30	5	1,201.99	13	333.70	11
Massachusetts	3,894.53	22	5,429.98	44	3,520.90	45
Maryland			76.25	4		3
Michigan	4,280.00	15	5,270.36	28	8,798.08	41
Minnesota	1,569.60	4	1,353.70	7	1,910.00	9
Missouri	2,075.83	4	2,329.55	9	2,695.66	11
Nebraska	2,221.62	17	3,658.61	33	3,663.50	37
North Carolina	30.00	1	600.00	2		1
North Dakota	75.00	2	41.00	2	225.00	2
New Hampshire	31.03	1	724.15	7	288.00	9
New Jersey	3,945.57	23	3,759.76	42	5,773.66	47
Nevada	20.00	2	275.00	2		2
New York	5,358.85	33	9,900.71	66	6,882.40	69
Ohio	11,474.03	47	11,644.59	84	17,521.78	103
Oklahoma	748.45	3	814.34	3	2,229.51	3
Oregon	440.37	7	900.40	10	1,305.25	11
Pennsylvania	15,368.91	50	14,037.21	97	20,031.81	112
Rhode Island	420.00	3	593.50	8	1,246.69	8
South Dakota	175.00	2	375.00	2	365.25	3
Vermont	139.00	2	26.00	3	214.05	7
Washington	653.95	4	815.61	12	860.25	16
Wisconsin	1,990.77	12	1,088.05	15	929.34	20
West Virginia	1,029.11	11	2,431.15	34	2,780.92	41
Wyoming	700.00	3	923.20	8	233.35	7
TOTAL	$ 99,480.88	508	$147,491.24	949	$164,702.30	1,131

Appendix Eighteen: Projections of Indian College Student Enrollment to 1990

METHOD ONE

Indian Population, Total Births, Enrollments in Higher Education of Federally-Recognized Students 1972-1978, and Projections of Enrollment 1979-1990

Year	Total Population	Total Births	Total BIA Enrollment	Enrollment Rate	
1950	431,756	13,125			
1951	444,881	13,524			
1952	458,405	13,935			
1953	472,340	14,359			
1954	486,699	14,796			
1955	501,495	15,245			
1956	516,740	15,709			
1957	532,449	16,186			
1958	548,635	16,679			
1959	565,314	17,186			
1960	/582,500/	17,708			
1961	600,208	18,246			
1962	618,454	18,801			
1963	637,255	19,373			
1964	656,627	19,961			
1965	676,588	20,568			
1966	697,156	21,193			
1967	718,349	21,838			
1968	740,187	22,502			
1969	762,688	23,185			
1970	/827,108/	25,144			
1971	852,252	25,908			
1972	878,160	26,696	12,438	21.97%	
1973	904,856	27,508	13,558	23.24	
1974	932,364	28,344	13,500	22.46	
1975	960,707	29,206	14,256	23.02	
1976	989,912	30,093	15,000	23.50	
1977	1,020,005	31,008	17,000	25.85	
1978	1,051,013	31,951	20,000	29.52	
			High	Intermediate	Low
1979	1,082,964	32,922	17,783	16,910	16,240
1980	1,115,886	33,923	18,323	17,424	16,733
1981	1,149,808	34,954	18,880	17,954	17,242
1982	1,184,762	36,017	19,454	18,499	17,766
1983	1,220,779	37,112	20,046	19,062	18,306
1984	1,257,891	38,240	20,655	19,641	18,863
1985	1,296,131	39,402	21,834	20,238	19,436
1986	1,335,533	40,600	21,930	20,854	20,027
1987	1,376,133	41,834	22,596	21,487	20,636
1988	1,417,967	43,106	23,603	22,444	21,554
1989	1,461,073	44,417	24,639	23,430	22,501
1990	1,505,490	45,767	25,707 (1)	24,446 (2)	23,477 (3)

(1) Equals 60% of parity (see footnote to Method Two).
(2) Equals 57% of parity. (3) Equals 55% of parity.

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METHOD TWO

Projections of Indian Enrollment in Higher Education, 1979-1990, Using Extrapolation of 1972-1978 Enrollment Rates for BIA Grantees

Year	Very High	High	Intermediate	Low
1979	22,500	19,300	18,800	18,300
1980	25,000	20,700	19,900	18,950
1981	26,500	22,100	21,000	19,600
1982	28,000	23,500	22,100	20,250
1983	29,500	24,900	23,200	20,900
1984	31,000	26,300	24,300	21,550
1985	32,500	27,700	25,400	22,200
1986	34,000	29,100	26,500	22,850
1987	35,500	30,500	27,600	23,500
1988	37,000	31,900	28,700	24,150
1989	38,500	33,300	29,800	24,800
1990	40,000*	34,700**	30,900***	25,450****

* Equals 94% of parity with total U. S. population with assumption of 600,000 total Federally-recognized population and 7.11% total U. S. population enrolled in higher education (see Graph 6) in 1990.

** Equals 81% of parity using same assumptions.

*** Equals 72% of parity using same assumptions.

**** Equals 60% of parity using same assumptions.

EXPLANATION OF METHOD ONE AND METHOD TWO

Method One used the adjusted total Indian population in 1960 as a starting point. The reported total in 1960 did not include Alaskan natives but did include persons of mixed Indian and other races, mostly in the eastern part of the nation. The total for 1970 does not include Alaskan natives; in Method One the total Alaskan natives are added to the reported total of 792,730 to arrive at the grand total of 827,108.

Because of differences in definitions of Indian over the years, the projections of live births per year are in error. From 1961 through 1970 the average projection per year of live births is 20,238, and the average error arrived at by comparing the difference between the projected total population for 1970 and the actual total is 4,124 per year, or 20.3%, underestimating the total. Assuming the accuracy of the total Indian and Native

Appendix Eighteen: Projections of Indian College Student Enrollment to 1990

METHOD ONE

Indian Population, Total Births, Enrollments in Higher Education of Federally-Recognized Students 1972-1978, and Projections of Enrollment 1979-1990

Year	Total Population	Total Births	Total BIA Enrollment	Enrollment Rate		
1950	431,756	13,125				
1951	444,881	13,524				
1952	458,405	13,935				
1953	472,340	14,359				
1954	486,699	14,796				
1955	501,495	15,245				
1956	516,740	15,709				
1957	532,449	16,186				
1958	548,635	16,679				
1959	565,314	17,186				
1960	/582,500/	17,708				
1961	600,208	18,246				
1962	618,454	18,801				
1963	637,255	19,373				
1964	656,627	19,961				
1965	676,588	20,568				
1966	697,156	21,193				
1967	718,349	21,838				
1968	740,187	22,502				
1969	762,688	23,185				
1970	/827,108/	25,144				
1971	852,252	25,908				
1972	878,160	26,696	12,438	21.97%		
1973	904,856	27,508	13,558	23.24		
1974	932,364	28,344	13,500	22.46		
1975	960,707	29,206	14,256	23.02		
1976	989,912	30,093	15,000	23.50		
1977	1,020,005	31,008	17,000	25.85		
1978	1,051,013	31,951	20,000	29.52		
			High	Intermediate	Low	
1979	1,082,964	32,922	17,783	16,910	16,240	
1980	1,115,886	33,923	18,323	17,424	16,733	
1981	1,149,808	34,954	18,880	17,954	17,242	
1982	1,184,762	36,017	19,454	18,499	17,766	
1983	1,220,779	37,112	20,046	19,062	18,306	
1984	1,257,891	38,240	20,655	19,641	18,863	
1985	1,296,131	39,402	21,834	20,238	19,436	
1986	1,335,533	40,600	21,930	20,854	20,027	
1987	1,376,133	41,834	22,596	21,487	20,636	
1988	1,417,967	43,106	23,603	22,444	21,554	
1989	1,461,073	44,417	24,639	23,430	22,501	
1990	1,505,490	45,767	25,707(1)	24,446(2)	23,477(3)	

(1) Equals 60% of parity (see footnote to Method Two).
(2) Equals 57% of parity. (3) Equals 55% of parity.

physically extending the plot for selected multi-year points to 1982, and arriving at the average annual growth rate by inspection. The period used for the Very High was 1976 through 1978, for the High 1967 through 1976, for the Intermediate 1974 through 1977, and for the Low 1972 through 1976.

While the projections made in Method Two are less conservative than those made in Method One, they are more subject to external constraints, e. g., BIA policies, BIA funding totals, budget-setting in Congress.

Since both Method One and Method Two project enrollment for BIA-assisted grantees, to arrive at national totals for any year, the number should be roughly doubled. Thus Method One projects about 50,000 total Indian college students in 1990, and Method Two projects about 60,000 to 70,000 in 1990.

population reported by the Indian Health Service (see Feasibility Report, p. 7) of 1,027,000 in 1977, and comparing this to the total projected from 1970 using live births gives an average error of 999 for an average projection for the period of 27,557, or 3.6%, again underestimating the total, but much more accurate than for the period 1961-1970.

The live birth rate used was a constant 3.04%

The population totals and live births for 1950-1959 were arrived at by working backward from the 1960 total Native population, since the 1950 Census total is not comparable to either the 1960 or 1970 totals. It was necessary to estimate live births in the 1950's to arrive at cohort totals for college-age Native youth in the 1970's.

For the computation of rates of enrollment, the cohort totals for the 18, 19, 20, and 21-year-olds were compared to the total number of BIA grantees for the year. The BIA totals include both undergraduates and graduate students. This method does not include students from groups which are not recognized by the Federal government, or those who are recognized but not receiving BIA assistance. This latter group's impact on the national totals is unknown, but it is estimated that only about two out of three students who are cleared for eligibility by the BIA actually receive grants; it is safe to assume that some of the remaining one-third attend with other assistance or by working.

For purposes of projecting total enrollment, the impact of the older group on total enrollments is also not known. It is known that a substantial proportion of Indian college students are older students (see Section IV. C.)

In arriving at enrollment rates for Method One, the High alternative rate was established by averaging the rates for 1975, 1976, 1977, and 1978, which is 25.47%. The Intermediate rate was established by averaging all years from 1972 through 1978, which was 24.22. The Low rate was established by the same method used by NCES, the average rates for 1975 and 1976, or 23.26. Since the rates are for a short interval of years, they tend to be close to each other, and are probably somewhat conservative.

In Method Two, the total enrollees receiving BIA assistance from 1967 to 1978 were plotted, and the graph extended to establish an annual growth rate in total enrollees. The annual growth for the Very High was 2,500, for the High 1,400, for the Intermediate 1,100, and for the Low 650. Each was arrived at by

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